

**2018-2019 Principal Preparation Grant Program**

Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant InformationGrant Period **04/13/2018** to **06/30/2019**Program Authority **P.L. 114-95, ESSA, Title II, Part A**☐ Pre-award costs are permitted.☒ Pre-award costs are not permitted.**Required Attachments**

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

- | | |
|-------------------------------|---|
| 1. IHE/EPP scope and sequence | 2. IHE/EPP instructional coaching protocols |
| 3. IHE/EPP course syllabus | 4. IHE/EPP evaluation process and metrics |

Applicant InformationName **San Antonio ISD** CDN or Vendor ID **015907** ESC # **20** Campus # DUNS # **069451631**Address **141 Lavaca Street** City **San Antonio** ZIP **78210** Phone **210-554-2280**Primary Contact **Matthew Weber** Email **mweber1@saisd.net**Secondary Contact **John Strelchun** Email **jstrelchun@saisd.net****Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
☒ General Provisions and Assurances and any application-specific provisions and assurances
☒ Debarment and Suspension Certification
☒ Lobbying Certification

Authorized Official Name/Title **Matthew Weber/Deputy Sup** Signature **Matthew J. Weber** Date **03/09/2018**Grant Writer Name **Elisabeth M. Krimbill** Signature **Elisabeth Krimbill** Date **03/09/2018**☐ Grant writer is an employee of the applicant organization.☒ Grant writer is not an employee of the applicant organization.**701-18-105-034**RFA # **701-18-105** SAS # **276-18****2018-2019 Principal Preparation Grant Program**

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Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
2017 TEA Accountability Special Education Determination Status: Needs Intervention SPED Avg: 68% Did Not Meet Standard	Upon completion of this uniquely designed leadership program, cohort graduates will promote a free appropriate public education in the least restrictive environment; have a thorough knowledge of Federal and State education laws; and are prepared to serve as leaders in high-need urban schools.
District population of 47,630 economically disadvantaged students, 10,018 English Language Learners, nearly 40,000 at-risk students.	Students in this cohort will utilize the leadership skills they learn to positively impact student learning outcomes. Research notes there are unique challenges in meeting the needs of students with exceptionalities who are culturally or linguistically diverse which schools often fail to address (Puig, 2012).
District population of over 5,000 students with disabilities.	Cohort students will work directly with district leaders to support students with disabilities and their parents to identify opportunities for increasing parental involvement, supporting families in transitions, and providing educational experiences for families to learn how they can best work together.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

It is the goal of this project to recruit, prepare, and retain 10 highly qualified educators who have expressed an understanding of diverse learners who have been identified by the district as likely future leaders. The cohort of students will be enrolled in a degree program earning a Master's in Special Education through which they will also earn principal certification preparing them to lead and serve in diverse learning environments.

SMART GOAL: As measured on a performance rubric, ten (10) principal candidates will complete their year-long internship, will become T-TESS certified, and will successfully complete 24 credit hours towards their Master's degree in Special Education with Principal Certification (as measured by a course grade of B or better).

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

It has been demonstrated that there are specific needs among high minority; high poverty special education students (Peterson, Wall, Jeon, Swanson, Carta, Luze, and Eshbaugh, 2013). It has been further demonstrated that there are unique challenges in meeting the needs of students with exceptionalities who are culturally or linguistically diverse which schools often fail to address (Puig, 2012).

In furtherance of this initiative the following benchmark will be assessed:

FIRST-QUARTER BENCHMARK:

By the end of September 2018, candidates will have completed the Summer Institute, six (6) hours of coursework, and will be in the middle of their first internship opportunity with a district mentor.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

To meet the growing demand for well-prepared individuals to lead in the area of special education and improve outcomes of high needs children with disabilities, cohort students will participate in a course of study and mentorship program that addresses the Council for Exceptional Children's Advanced Preparation Standards in addition to the Texas Principal Standards.

In furtherance of this initiative the following benchmark will be assessed:

SECOND QUARTER BENCHMARK:

By the end of January 2019, candidates will be in their second internship semester with a mentor principal, will have completed an additional nine (9) hours of coursework and will be enrolled in another nine (9) hours of coursework leading towards their Master's degree in Special Education with Principal Certification.

Third-Quarter Benchmark:

There is a specific need for training and retaining special education leaders in Texas (Kaufhold, Alvarez, and Arnold, 2006). Preparing individuals with a realistic job preview has been demonstrated to increase employment longevity (Bohlander & Snell, 2009; Kearney & Herrington, 2013).

In furtherance of this initiative the following benchmark will be assessed:

THIRD QUARTER BENCHMARK

By the end of May 2019, candidates will have completed at least 80% of internship requirements, will have met with their faculty mentor to ensure completion of all internship requirements, and will be finishing up their coursework.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The course of study for this collaborative cohort is designed to ensure the students are gaining the information, experiences, and current evidence-based practices which will assist them in their school improvement efforts. The students will have the support of both district and faculty mentors throughout their program.

By blending research with practice, the cohort program of study will provide participants with a clear understanding of the challenges they may face, and empower them with evidence-based practices so they are prepared to meet the needs of all students in their district.

The benchmark assessments described above will provide necessary data and feedback to campus professors and district mentors allowing for modifications when deemed necessary. If any student is not meeting the assigned benchmarks they will meet with their faculty mentor to assess and develop a plan of action. The goal in assigning a faculty mentor is to encourage meaningful conversations, provide support, and ensure the highest possible level of academic and career success. Additionally, cohort students will have access to the campus tutoring center at no cost.

Benchmark 1 will be assessed and interventions implemented by the end of September, 2018

Benchmark 2 will be assessed and interventions implemented by the end of January, 2019

Benchmark 3 will be assessed and interventions implemented by the end of May, 2019

In order to allow for true evaluation of the effectiveness of this model, it will be important to solicit feedback from all stakeholders throughout the program and upon completion.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The district has identified a critical need to develop special education directors, coordinators, and campus leaders in their urban schools. Texas A&M University-San Antonio has a strong history of collaborating with local education agencies to produce job-ready graduates who are prepared to serve as leaders in high-need urban schools. SAISD is prepared to provide a rigorous and supportive clinical setting in which cohort members will practice and learn the skills needed to improve student outcomes.

The proposed collaboration will result in a graduating cohort of 10 highly qualified special education and campus leaders who are prepared to meet the needs of the culturally and linguistically diverse students in the district. With the increase of inclusive practices today, there is a challenge for school leaders to become effective in many facets of special education practices (Suttichujit, 2008). Milligan, Neal, and Singleton (2013) reflect that it takes a strong educational leader to create the learning environment needed for effective inclusive practices. Preparing special education leaders will empower them to advocate for students with disabilities (DiPaola, Tschannen-Moran, & Walther-Thomas, 2004). According to the Council for Exceptional Children (2014), there will be an expected 9% increase in the number of special education administrators needed to meet current demand.

This proposed partnership between SAISD and A&M-San Antonio, aims to meet the needs of not only principal certification, but principal certification with a specialty in special education. As such, principal candidates are expected to approach their principal preparation through the lens of special education. The two semester internship will be geared towards providing candidates with an authentic look at the principal role viewed through the lens of special education. Close attention will be paid to ARD administration, due process, and legal parameters. Specific learning experiences that will be achieved through this two semester internship address:

Communication: Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, and maintains information needed to achieve school or team objectives.

Change Management: Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.

Conflict Management: Anticipates or seeks to resolve confrontations, disagreements, or complaints.

Dialogue/Inquiry: Is skilled in creating a risk-free environment for engaging people in conversations that explore issues, challenges, or bad relationships that are hindering school performance.

Emotional Intelligence: Is able to manage oneself through self-awareness and self-management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.

Environmental Awareness: Becomes aware of and remains informed about external and internal trends, interests, and issues with potential impacts on school policies, practices, procedures, and positions.

Global Perspective: Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful.

Judgment: Effectively reaches logical conclusions and makes high-quality decisions based on available information. Gives priority and caution to significant issues. Analyzes and interprets complex information.

Personal Ethics and Values: Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.

Personal Responsibility for Performance: Proactively and continuously improves performance by focusing on needed areas of improvement and enhancing of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one's own achievements.

Results Orientation: Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long term goals.

Systems Thinking: Understands the interrelationships and impacts of school and district influences, systems, and external stakeholders, and applies that understanding to advancing the achievement of the school or team.

Visionary: Encourages "imagineering" by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

According to the American Association for Employment in Education (2008), 9 of the 14 areas in education with critical shortages were related to special education. This collaboration will create a new pool of candidates to serve in special education leadership roles.

The San Antonio Independent School District (SAISD) is committed to providing advanced skill and leadership development to its extremely talented and committed teachers. SAISD, in conjunction with the partnering IHE, will ensure the candidates selected for this program meet the following criteria:

1. Candidates have been teaching in the district for a minimum of two years.
2. Candidates have scored proficient or higher in all areas on the last teacher evaluation measure from the 2016-2017 AY
3. Candidates will write a brief personal growth action plan and reflection as a response to their T-TESS scores from the 2016-2017 AY which will be rated by the IHE and SAISD using a rubric.
4. Current graduate program admissions requirements as stated through the IHE are met through successful scoring the MAT or GRE (which may be submitted to A&M-SA after acceptance into the cohort by SAISD due to time constraints).
5. Candidates have an undergraduate GPA of 2.6 or higher on a 4.0 scale.
6. Candidates will write a philosophy of leadership and special education that will be rated by the IHE and SAISD using a rubric developed by the district.
7. SAISD will open the application process to all eligible participants. Preference points will be given to applicants who are culturally and linguistically diverse.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

SAISD will be partnering with Texas A&M University-San Antonio to prepare our future principals. It is the mission of Texas A&M University -San Antonio to serve the historically under-served. Over 74% of the enrolled students report that they are the first in their families to attend a university.

The following planned course of study is designed to meet CEC and TEA standards for special education and school leadership along with degree and certification requirements:

Summer I 2018: 3 day Symposium June 3-6

Summer II 2018: EDAD 5301 Behavior and Organizational Theory & EDAD 5341 School Administration

Fall 2018: EDAD 5345 emphasis on communication and public relations) training & EDSE 5321

Accommodating Diverse Populations in the Classroom & EDSE 5325 Development and Disability

Spring 2019: EDSE 5322 Educational Testing and Measurement & EDAD 5345 (emphasis on supervision and data analysis) & EDAD 5342 Administration- Elementary and Secondary Schools

Summer I 2019: EDAD 5313 School Finance & EDAD 5383 Public School Law

Summer II 2019: EDSE 5327 Special Populations: Legislation, Litigation & Advocacy & EDSE 5326 Behavioral Aspects of Classroom Organization & Management

Fall 2019: EDAD 5315 Administration of Various Special Programs & EDSE 5324 Designing Instructional & Behavioral Programs for Special Education

Spring 2020: EDSE 5301 Special Education Research & EDSE 5309* Special Problems: Collaboration (* Subbed for EDSE 5328 Practicum in SPED)

Note: The students will be completing their course of study outside of the grant time period.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

SAISD will provide to A&M-San Antonio the selection protocol, candidate evaluation process, and metrics. Particular emphasis will be on recruiting members of historically under-represented populations in school leadership.

A&M-San Antonio uses a variety of resources to provide instructional coaching support. Students will receive training in T-TESS, AEL, and SLOs. Additionally, the following Supervisor Coaching Competencies provide guidance and encourage dialogue between the faculty mentors and district mentors:

Supervisor Coaching Competency 1: Trust, Respect, Rapport, Relationships

This supervisor competency includes the ability to create an environment that is safe, supportive, and reflective of mutual Trust, Respect, Rapport, and Relationships.

Supervisor Coaching Competency 2: Active Listening

This supervisor competency involves making a conscious effort to hear not only the words that another person is saying, but, more importantly, understanding the complete message being sent- spoken and unspoken.

Supervisor Coaching Competency 3: Paraphrasing and Summarizing

This supervisor competency includes the ability to clarify and gain insight about the emotion and meaning behind what was stated and rephrase it back to the speaker.

Supervisor Coaching Competency 4: Powerful Questions

This supervisor competency focuses on how the supervisor crafts and asks questions that facilitate thinking, reflection, and action.

Supervisor Coaching Competency 5: Reframing and Shifting

This supervisor competency includes the ability to reframe a situation to help others see things differently, and as a result, arrive at more empowering and productive conclusions.

Supervisor Coaching Competency 6: Actions and Outcomes

This supervisor competency involves coaching and supporting others in taking actions that lead to realizing goals and outcomes.

Retrieved from International Coach Federation Core Competencies-www.CoachFederation.org

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities

☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) CDN or Vendor ID **Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Tuition coverage for 24 sch/participant of coursework per candidate completed before June 2019	85,000
2. Textbooks for the first 8 classes (\$800 per participant)	8,000
3. Principal Preparation Summer Institute supplies and program resources (\$200 per student)	2,000
4. Stipend for District Mentor (\$1,000 per mentee) *Note: plus 17% fringe benefits	10,000
5. District Indirect Cost Rate 2.274%	2,426
6. Employee benefits (17% total comprised of: TRS=8.35%, SS=7.65%, and workers comp=1%)	1,700
7.	
8.	
9. NOTE: All text books and course materials will reflect best and evidence-based practices.	
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Total grant award requested

1. SCOPE AND SEQUENCE

Texas A&M University – San Antonio
Master's Degree in Special Education with Principal Certification
SAISD Leadership Cohort
June 2018-May 2020

Introduction:

This course of study has been uniquely designed for the SAISD/A&M-SA Leadership Cohort. The students will participate in a year-long internship for their principal certification and a semester-long practicum in Special Education.

Course of Study:

Summer I 2018 :

3 day Symposium June 3-6

Summer II 2018:

EDAD 5301 Behavior and Org Theory

EDAD 5341 School Administration

Fall 2018:

EDAD 5345 (emphasis on communication and public relations) training

EDSE 5321 Accommodating Diverse Populations in the Classroom

EDSE 5325 Development and Disability

Spring 2019:

EDSE 5322 Educational Testing and Measurement

EDAD 5345 Internship (emphasis on supervision and data analysis)

EDAD 5342 Administration- Elementary and Secondary Schools

Summer I 2019:

EDAD 5313 Finance

EDAD 5383 Public School Law

Summer II 2019:

EDSE 5327 Special Populations: Legislation, Litigation & Advocacy

EDSE 5326 Behavioral Aspects of Classroom Organization & Mgmt

Fall 2019:

EDAD 5315 Administration of Various Special Programs &

EDSE 5324 Designing Instructional & Behavioral Programs for Special Education

Spring 2020:

EDSE 5301 Special Education Research

EDSE 5309* Special Problems: Collaboration (* Subbed for EDSE 5328 Practicum in SPED)

Teaching at the College Level Best-Practices:

The faculty at A&M- San Antonio follow the adult learning model when planning lessons and activities. Bain (2004) encourages professors to reflect on the following questions:

What do the best teachers know and understand? Outstanding teachers know their subjects extremely well. They are active and accomplished scholars, artists, or scholars. Outstanding teachers follow the important intellectual and scientific or artistic developments within their fields, do research, have important and original thoughts on their subjects, study carefully and extensively.

How do they prepare to teach? Exceptional teachers treat their lectures, discussion sections, problem-based sessions, and other elements of teaching as serious intellectual endeavors as intellectually demanding and important as their research and scholarship. What do they expect of their students? The best teachers expect more!

What do they do when they teach? The best teachers often try to create what we have called a “natural critical learning environment.” In that learning environment, people learn by confronting intriguing, beautiful, or important problems, authentic tasks that will challenge them to grapple with ideas, rethink their assumptions, and examine their mental models of reality. These are challenging yet supportive conditions in which learners feel a sense of control over their education; work collaboratively with others; believe that their work will be considered fairly and honestly; and try. Fail, and receive feedback from expert learners in advance of and separate from any summative judgment of their effort.

How do they treat students? Highly effective teachers tend to reflect a strong trust in students. They usually believe that students want to learn, and they assume, until proven otherwise, that they can. They often discuss openly and enthusiastically their own sense of awe and curiosity about life.

How do they check their progress and evaluate their efforts? They constantly and systematically assess their open efforts and make appropriate changes. Assessment of students flows from primary learning objectives.

Fundamentally, they were learners, constantly trying to improve their own efforts to foster students’ development, and never completely satisfied with what they had already achieved.

References

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

2. INSTRUCTIONAL COACHING PROTOCOLS

The A&M-San Antonio leadership programs incorporate a variety of theoretical frameworks and methods based in current research and best-practices. Student will receive training in Instructional Coaching, T-TESS, AEL, SLOs, and Organizational Theory. Included in this section are examples of some of the resources used at A&M – San Antonio.

Resource 1:

Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life by Whitworth, K. Kimsey-House, H. Kimsey-House, & Sandahl (2007).

“Coaching is inherently dynamic; that is one of the fundamental qualities of coaching and a reason for its power as a medium for change. Coaching is personal; coaching creates a unique empowered relationship for change” (p. 16).

“In co-active coaching, we also emphasize the peer relationship – that coach and client have equal, though different, roles. They are co-active in the relationship, so they are co-creators, collaborators, in a way” (p. 16).

“An effective coaching conversation gets to the heart of what matters. It is a focused, concentrated conversation designed to support the client in clarifying choices and making changes” (p. 17).

Resource 2:

Powerful Questions Coaching Training Guide

Question Type	Question
Action	What actions do you need to take? How will you move this to action? What are the possible effects in moving this to action? How would you describe the impact of these actions? What’s keeping you from moving this to action? Where do you go from here?
Analysis	What do you make of this? How would you break this apart? What do you see here? What is happening with this (data)? What is this telling you?
Anticipation	What do you anticipate will happen? What does your intuition tell you? What should you anticipate that you haven’t considered? What concerns you the most? What’s next?
Assessment	How will/do you assess this? What do you want to measure?

	<p>How does it appear to you?</p> <p>What are the results telling you?</p> <p>Which aspects should you assess and why?</p>
Attention	<p>What should you be paying attention to and why?</p> <p>Where are you currently focusing your attention and why?</p> <p>What parts of this require your attention?</p> <p>What are the possible consequences if this doesn't receive attention?</p> <p>What are you willing to commit here?</p>
Clarification	<p>What does this mean?</p> <p>What part of this is not clear?</p> <p>What else would you say about this?</p> <p>What do you want to happen?</p> <p>How would you explain this to others?</p> <p>What clarification might you share?</p>
Connections	<p>What connections are you making?</p> <p>What does this connect to/with?</p> <p>Why are these connections important?</p> <p>Where do you see this connecting?</p> <p>What is the importance of this connection?</p> <p>How might you turn this into a benefit/positive?</p>
Elaboration	<p>What else do we need to know about this?</p> <p>What elaboration can you provide?</p> <p>What else would you say?</p> <p>What specifically are you thinking/saying?</p>
Evaluation	<p>How important is this in the larger scheme of things?</p> <p>How will you measure this?</p> <p>What will you use to evaluate the outcomes?</p> <p>At what point will some type of evaluation occur?</p> <p>What is the most effective way to evaluation this?</p>
Exploration	<p>What are other options/possibilities/methods...?</p> <p>How will you explore new...?</p> <p>What part of this, if any, have you not explored?</p> <p>What other angles are there?</p> <p>What part do you want/need to explore?</p> <p>What are the strengths?</p> <p>What are the limitations?</p>
Historical	<p>What might you consider from past successes?</p> <p>What have you learned from the past that might impact this...?</p> <p>What led to this...?</p> <p>How would you describe what has happened so far?</p>
Hypothetical	<p>What would happen if...?</p> <p>Suppose that...; how does that strike you?</p> <p>What are some hypothetical situations to consider?</p>
Implementation	<p>What will you implement?</p>

	<p>How will you implement it?</p> <p>What should you be paying attention to during implementation?</p> <p>What phases will you see during implementation?</p> <p>What is the action plan?</p> <p>What support do you need with implementation?</p> <p>What will you have to do to get the job done?</p> <p>Who needs to be involved in implementation?</p>
Integration	<p>How will this all come together?</p> <p>How will you integrate the approach/strategies...?</p> <p>How will you pull this all together?</p> <p>What are the connections?</p>
Learning	<p>If the same thing occurred again, what would you do?</p> <p>If it was up to you, what would you do and why?</p> <p>What will you take away from this?</p> <p>What did you learn from the process?</p> <p>What are the key takeaways?</p> <p>What was the lesson here?</p> <p>How will you communicate key learning with others?</p> <p>What do others need to know about this to impact the larger audience?</p>
Outcomes	<p>What will you think about this five years from now?</p> <p>How does this relate/connect to your goals?</p> <p>What will make the biggest difference?</p>
Planning	<p>What do you plan to do?</p> <p>What kind of plan do you need to create?</p> <p>What details do you have to consider?</p> <p>What is the relationship of this plan to the goals/outcomes?</p> <p>Who will do what by when?</p> <p>What are the next steps?</p> <p>What is your game plan?</p>
Possibilities or Solutions	<p>What are the possibilities?</p> <p>What might happen if...?</p> <p>What are the solutions to consider?</p> <p>How else might someone address this?</p> <p>What are your top priorities?</p> <p>What possibilities have you not thought about?</p>
Prediction	<p>What do you think will happen?</p> <p>What are your predictions?</p> <p>How did your predictions compare to the actual results?</p>
Probing	<p>What else can you tell me?</p> <p>What are the specifics?</p>
Shifting Perspectives	<p>What would others say?</p> <p>What are some other perspectives?</p> <p>Why are these other perspectives important?</p> <p>If this was presented to..., what would happen?</p>

	Who else should you consider in this decision?
Summarizing	What does this all mean? How would you describe this? What is your conclusion? How would you summarize the...so far?
Reflection	What are your thoughts about...? What are your impressions about...? What are your reflections?
Resources	What are the necessary resources? How will resources (or lack thereof) be factored into the decision?

Resource 3:

T-TESS Instructional Coaching Look-Fors:

- 1A. Instructional Leadership – The principal is responsible for ensuring every student receives high-quality instruction.
 - Curriculum alignment and standards Assessment practices – formative and summative
- 1B. Effective Instructional Practices – The principal develops high quality instructional practices among teachers and staff that improve student performance.
 - Instructional strategies informed through data, teaching, and learning Teacher self-reflection, development, and efficacy based on data and results
- 1C. Data-Driven Instruction and Interventions – The principal monitors multiple forms of student data to inform instructional and intervention decision to maximize student achievement.
 - Impact of intervention programs and practices
 - Data to inform research-based programs and interventions
- 1D. Maximize Learning for All Students – The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.
 - Closing achievement gaps with stakeholders Analyzing and assessing progress in closing gaps Targeting and securing resources to eliminate gaps
- 2A. The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.
 - Recruiting, hiring, retaining, and supporting staff Policies, equity, and high expectations Management of staff
- 2B. The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.
 - Development of teachers – performance and goals
 - Culture: coaching, feedback, and targeted professional development

- 2C. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.
- Teacher leadership development and decision-making
- 2D. The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.
- Teacher evaluation protocols, procedures, and data Alignment with district evaluation policies – fair/accurate
- 3A. The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.
- Productivity and continuous improvement
 - Individual and school goals Lead change agent
- 3B. The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, and changes practice in ways that improves student outcomes.
- Uses performance feedback
 - Role model for improvement
- 3C. The principal communicates with all audiences and develops productive relationships.
- Open communication – internal/external Relationships, accessibility, and outreach
- 3D. The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his/her respective district.
- Ethical behavior and follows mandates
 - Cultural awareness and responsiveness
 - Students' academic, social-emotional, cultural, and physical needs
- 4A. The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.
- Belief in school improvement
 - Implementation of CIP
- 4B. The principal develops, establishes, reinforces, and monitors clear expectations for adults, staff, and student conduct.
- Expectations for behavior for staff and students
- 4C. The principal purposefully engages family and community members in meaningful student learning experiences.
- Parent and community outreach
 - Cultural responsibility to community
- 4D. The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.

- Staff school environment
- 4E. The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.
- Campus-wide behavioral management to optimize instruction
- 5A. Strategic Planning – The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.
- Goals, targets, improvement strategies
 - Communicating successes, progress, shortcomings
- 5B. Maximized Learning Time – The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.
- Master schedules, calendars, planning
 - Planning and instructional time
- 5C. Tactical Resource Management – The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.
- Allocating resources for professional development, programs, and services
Budgeting/accounting and human/fiscal/technological resources
- 5D. Policy Implementation and Advocacy – The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.
- Alignment to district goals/initiatives with CIP
 - Collaborate/communicate/ advocate (district and school goals/initiatives)

Resource 4:

Summary of Texas Principal Evaluation and Support System T-PESS Texas Administrative Code (TAC), Title 19, Part II Chapter §149.2001

Performance Standards Texas Principal Evaluation

- Standard 1: Instructional Leadership
- Standard 2: Human Capital
- Standard 3: Executive Leadership
- Standard 4: School Culture
- Standard 5: Strategic Operations

T-PESS Rubric Design

The T-PESS rubric is the foundation of T-PESS, developed by the Texas Principal Evaluation Steering Committee to align with the Texas Principal Standards. Its purpose is to give you a list of practices that improve instructional quality, school productivity, and student achievement.

This formative, growth-oriented approach to your leadership assessment is based on four main components.

Rubric Four Main Components

- Performance Standard: The broad category of your knowledge and skills.
- Indicator: A part or aspect of the standard, especially one that is essential to or characteristic of the overall intent and meaning of the standard.
- Performance Level: A classification or ranking of performance based on generalized descriptors related to knowledge, skills, and dispositions of performance.
- Performance Descriptors: An item or term that has the function of describing or identifying knowledge, skills, and dispositions that are intended to describe leadership.

Rubric Performance Levels

- Distinguished: Principal consistently and significantly exceeded proficiency on standards of performance. Direct comment is required.
- Accomplished: Principal exceeded proficiency on standards of performance most of the time.
- Proficient: Principal demonstrated competent performance on the standard.
- Developing: Principal demonstrated adequate growth toward achieving standards during the period of performance, but did not demonstrate proficiency on standards of performance.
- Not Demonstrated/Needs Improvement: Principal did not demonstrate competence on achieving standards of performance. Direct comment is required.

Retrieved from <https://tpess.org/principal/rubric/>

Resource 5:

SBEC/TEXES Framework for Principal Certification

The following SBEC Principal Domains, Competencies and supporting standards represent the knowledge, skills and dispositions principal candidates should master as practitioners. The information provides the framework to prepare for the TEXES Principal exam.

- Domain I—School Community Leadership (approximately 33% of the test)
- Domain II—Instructional Leadership (approximately 44% of the test)
- Domain III—Administrative Leadership (approximately 22% of the test)

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP (all stakeholders)

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- ensure that parents and other members of the community are an integral part of the campus culture.
- implement strategies to ensure the development of collegial relationships and effective collaboration.
- respond appropriately to diverse needs in shaping the campus culture.
- use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- align financial, human, and material resources to support implementation of a campus vision.
- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.

The principal knows how to:

- communicate effectively with families and other community members in varied educational contexts.
- apply skills for building consensus and managing conflict.
- implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- develop and implement strategies for effective internal and external communications.
- develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
- apply knowledge of ethical issues affecting education.
- apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- apply laws, policies, and procedures in a fair and reasonable manner.
- articulate the importance of education in a free democratic society.
- serve as an advocate for all children.
- promote the continuous and appropriate development of all students.
- promote awareness of learning differences, multicultural awareness, and gender sensitivity, and ethnic appreciation.

DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.

- facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- analyze instructional needs and allocate resources effectively and equitably.
- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

The principal knows how to:

- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III—ADMINISTRATIVE LEADERSHIP

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop campus budgets.
- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- develop and implement plans for using technology and information systems to enhance school management.

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

- implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

Retrieved from

[https://www.region10.org/r10website/assets/File/sbec_principal_competencies\(1\)\(1\).pdf](https://www.region10.org/r10website/assets/File/sbec_principal_competencies(1)(1).pdf)

Resource 9:

EDUCATORS' CODE OF ETHICS

19 T.A.C. 247

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. 19 TAC 247.1

1. Professional Ethical Conduct, Practices, and Performance

- Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the District, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- Standard 1.7. The educator shall comply with state regulations, written local Board policies, and other state and federal laws.
- Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- Standard 1.9. The educator shall not make threats of violence against District employees, Board members, students, or parents of students.

- Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct Toward Professional Colleagues

- Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- Standard 2.3. The educator shall adhere to written local Board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

3. Ethical Conduct Toward Students

- Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

- Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation
- Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, e-mail, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - The nature, purpose, timing, and amount of the communication;
 - The subject matter of the communication;
 - Whether the communication was made openly or the educator attempted to conceal the communication;
 - Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - Whether the communication was sexually explicit; and
 - Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Retrieved from [http://pol.tasb.org/Policy/Download/587?filename=DH\(XHIBIT\).pdf](http://pol.tasb.org/Policy/Download/587?filename=DH(XHIBIT).pdf)

3. COURSE SYLLABUS

Enclosed are the course syllabi for the required classes in the SAISD/A&M-SA Leadership Cohort. When planning each of the courses, the faculty at A&M-SA reflects upon current research and incorporates best practices into the program of study. Below is a brief summary of some current research that has been incorporated by the faculty.

What conditions motivate students to engage in learning?

- Students see value in course material, learning outcomes, and activities that they can relate to their own lives.
- The course objectives or learning outcomes align with students' interests and goals (academic, career, and social).
- Learning activities provide opportunities to attain learning outcomes.
- Assessments are fair and assess what they intend to.
- Students are given choices.
- Students experience the learning environment as supportive.
- Students experience success in course activities and assignments.
- Students know what to expect and what is expected of them.

What is the course instructor's role in increasing student participation?

- Instructors have control over the learning environment, the course materials, teaching strategies, learning activities, and assessments. The way these are designed and aligned influence student motivation (Ambrose *et. al.* 2010) and deeper engagement in learning (Biggs, 2003).

What can you do to increase student motivation to participate?

- Provide clear course objectives and learning outcomes and reinforce what students will gain from attaining them.
- Create a positive classroom environment by learning about your students. Use icebreakers to build rapport with students, learn their names, and learn about what they are hoping to get out of the course and what preparation and background knowledge they have.
- Attempt to align course activities to students' goals. Explain these connections to students.
- Communicate how to be successful in the course both in the syllabus and repeatedly throughout the semester.
- Give students regular feedback on their progress and help them learn how to assess their own work and progress.
- Discuss the definition of participation and put it in the syllabus. What does it mean to participate in your course?
- Let students know what is expected of them. Do students need to read material before class in order to discuss it? Are you taking attendance? If you are incorporating activities in class, how should students participate?
- Articulate ground rules for participation and discussion.
- Use variety in the way you structure your classroom or learning activities.

- Incorporate active learning activities or change things up every 15-20 minutes to draw attention to issues and content you feel are most critical.
- Set aside time before and after each activity to introduce it and define the takeaways.
- When possible, provide rubrics.
- Offer choices with assignments and assessments when possible. Allow students to choose how to demonstrate their knowledge or provide a range of topics from which students can explore.
- Be conscious of students' confidence levels. Provide small opportunities for success early. Be constructive and encouraging when providing feedback.



TEXAS A&M UNIVERSITY-SAN ANTONIO

Instructor: Lawrence Scott, Ph.D.
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Course Credit: 3 Hours Graduate Credit

Spring 2017 EDAD 5302-900
Elementary and Secondary Curriculum
Dates: Jan. 17th- March 11th
Monday 7:00-9:45 P.M.
Office hours: Mon. 3-7pm, Tues-Thurs 11-1pm
Friday: By Appointment

Course Description

CATALOGUE DESCRIPTION: An analysis of theoretical structures underlying curriculum development, implementation and evaluation. In this course, students will peruse varying perspectives on curriculum development, implementation, and evaluation of curriculum.

Time: This will be a hybrid course. We will meet once a week in class on Mondays, and there will be assignments such as discussions that will require Blackboard interface.

REQUIRED TEXTBOOK:

Henson, K.T. (2015). Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform (5th ed). IL: Wavelength Press, Inc

STUDENT LEARNING OUTCOMES:

On completion of this course, students will be able to:

1. Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice
2. Advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth
3. Develop and extend knowledge to the current curricular and instructional issues which require a principal's support, guidance, and assistance as others work to improve and enhance the delivery of the curriculum.
4. Facilitate the implementation of sound, research-based instruction strategies, decisions, and programs that enhance teaching and learning and ensure alignment of curriculum, instruction, resources, and assessment.

Standards for Principal Certification (TAC RULE §241.15, August 2016)

- (a) Principal standards required by educator preparation programs are adopted for this course (TEA §241.15). It is an expectation that students in this course develop the foundation for the professional preparation as a school principal through the following selected standards:

- (b) School culture (1-13)
(c) Leading Learning (1-11)

School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;

- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

1. Written assignments should:
 - a. Posted on Blackboard before or by the due date
 - b. Be completed on time
 - c. Be free of grammatical errors
 - d. Be well organized and written
 - e. Reflect all aspects of the assignment
 - f. Be typed, double-spaced, using 12 point Times New Roman fonts; unless otherwise indicated by the instructor.
 - g. Follow the guidelines indicated by the Publication Manual of the American Psychological Association (6th edition).
 - h. Include a Statement of Authorship: The following statement must be completed and submitted with each paper submitted for grading, unless otherwise indicated by the instructor. You can copy and paste the statement into your paper. This statement must be signed by the student and should appear at the bottom of the title cover page:

I certify that I am the author of this paper titled _____ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any other class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

Student's Signature

Date

2. Attendance, Late Assignments, and Make-Up Work

- a. This graduate level course relies heavily on student participation and contributions. Online and face-to-face participation is considered. Class attendance is expected throughout the course, and it is the student's professional responsibility to be part of discussions. In a face-to-face class, absence from class means that the student did not participate in a given discussion in class. Each student is allowed one excused absence. After this, each absence will result in a deduction of 10 points from the overall course grade. Two tardies (15 minutes or more), or leaving class early twice equals one absence.
- b. All assignments are due at the beginning of class. Post your document online before class.
- c. Assignments are not accepted after 3 days from the original date due if any previous agreement with the professor of late assignment. If you are absent from a class session, it is still your responsibility to submit assignments on the dates that they are due or earlier.

3. Class participation should be active and relevant to the topic of discussion, which includes:

- a. Attending and being prepared to class by reading the assigned chapters each week
- b. Asking insightful questions and be respectful to others in online discussions
- c. Remaining focused on the topic
- d. Being respectful to other peoples' ideas
- e. Actively listening to comments and building on others' ideas
- f. Challenging ideas in a constructive and professional manner
- g. Providing leadership in group work
- h. Accepting responsibility for completing make-up work
- i. Completing assignments and being prepared for class discussions and activities

4. Group presentations should:

- a. Be well organized
- b. Be clearly and creatively presented
- c. Reflect all aspects of the assignment
- d. Reflect a compelling argument, based on both research and practice. The group should be able to engage the audience, invite for participation and be open to feedback and constructive criticism from colleagues.

Total points for chapter presentations are determined by averaging ratings of your contributions made throughout the semester. Points are awarded as follows:

Excellent	15-20 points
Good contributions	10-14 points
Minimal, but acceptable contributions	04-09 points
No acceptable contribution	00-03 points

5. **Blackboard Hybrid Activities.** All students enrolled in this course will have access to relevant course information and materials through Blackboard. Online discussions will begin following the second class to allow time for all students to successfully log in to Blackboard. It is very important you participate in every online discussion. Failure to do so will impact the participation grade. Each week, students are expected to answer the initial open-ended discussion and respond to at least one of the comments/observation made by another student in the course. It should be noted that students are not limited to one response. The mandatory response is simply designed to encourage online discussion and the formation of an online community of learners.

It is the student's responsibility to access this system periodically. It is important to consider that what is posted on Blackboard or internet is public. The instructor reserves the discretion to add or delete from the content as necessary, acting within the policies and procedures of the University. Online discussions should be:

- a. Relevant to the topic of discussion in class
- b. Reflective of class experiences and future topics of interest
- c. Uses language that is respectful of other colleagues' opinions
- d. Mindful of the academic and graduate program expectations for writing (avoiding text messaging language)

How to log into Blackboard:

- a. Go to <http://tamusa.blackboard.com>
- b. On the Computing and Information Services page click on the link entitled, "Email".
- c. On the Email Connection Link please click on the Account Management Link and continue.
- d. Please enter your Username or K number and the password is your DOB as MMDDYY after this you will see your information to log into Blackboard
- e. Username = is your upper case k information, which is your user name to log into Blackboard.
- f. Password = is your date of birth entered as MMDDYY
- g. After logging in, you will see your Blackboard Learning. If you do not see any courses, or the wrong courses, then check your registration in the Blue and Gold Connection. Please contact the help desk if you do not see any of your courses
- h. Help Desk Hours: 8:00 am to 5:00 pm Monday through Saturday, phone: (210) 784-4357

7. **Forms of Academic Dishonesty:**

- a. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- b. 2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- c. Fabrication: use of invented information or falsified research.
- d. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (6th ed.).

8. **Non-Academic Misconduct:**

The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either:

- a. the instructor's ability to conduct the class
- b. the ability of other students to profit from the instructional program, or
- c. campus behavior that interferes with the rights of others will not be tolerated

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

9. Sexual Misconduct

Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

10. Special Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335.

11. Student Services

The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Madla Building, Suite 336. To contact the Center, please call 210-784-1352 or email at Student.Success@tamusa.edu.

PERFORMANCE EVIDENCE:

EDAD 5302 Elementary and Secondary Curriculum is a hybrid course that contains readings, presentations, practical exercises, discussion questions, reflections, and a culminating activity. Practical exercises provide opportunities for the student to model ethical principles and integrity in decision making, actions, and behavior. The chapter presentations demonstrate the student's ability to synthesize newly acquired information and apply it to real-world experiences. The critical assignment encourages reflection and promotes the continuous and development of all learners in the campus community. Discussion questions provide opportunities for application and group consensus building skills.

INSTRUCTIONAL STRATEGIES AND METHODS:

This course contains multiple assignments (modules, field experience, final exam) and online discussion questions. Each module assignment is identified with a specific reading assignment and written reflection/questions. All assignments are posted the first week of class to allow you to work ahead to accommodate your work and family responsibilities. Assignments may be posted prior to the due dates. All assignments must be sent directly to the instructor within Blackboard thus reinforcing technology skills to enhance school management.

MAKE-UP/LATE ASSIGNMENT POLICY:

Points will be deducted for late assignments based on the following guidelines:

1 day late: 20 points deducted

2 days late: 50 points deducted

Late assignments that are 3 or more days late will not be accepted.

GRADING POLICY:

Grades for this course will be determined based on completion of the course modules, artifacts, and regular participation in all aspects of the course. In completing the written assignments, make sure to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate to graduate level academic discourse.

If you decide not to participate in this class or find yourself doing poorly, **it is your responsibility to drop the class**. If you do not drop the course you will receive a failing grade at the end of the semester.

Assignments:

I. Texas Teacher Evaluation and Support System (T-TESS) Observation Exercises/Reflections (4@5 points each)

Each student must complete a total of 3 online reflections about an online T-TESS observation activity. Due dates for assignments can be found in the tentative schedule. T-TESS Calibration Video lessons can be found at the following website:

<https://teachfortexas.org/Views/Appraiser>

Then go to Calibration Videos on the left side of the page.

You will use the evaluation domains from the T-TESS training modules. You can find the domains in the training manual at:

https://teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf

T-TESS – Domain and Dimension Overview

http://www4.esc13.net/uploads/seln/docs/15_16materials/5.12.16/T-TESS/Teacher_Domain-Dimension_Overview.pdf

You will be assigned a video and you will write your reflection based on the Dimensions observed during the observation. As an administrator, you will be able to evaluate your teachers' instructional practices. This exercise gives prospective administrators 1st hand experience using the evaluative process used for T-TESS Certification.

II. ONLINE DISCUSSIONS:

Your regular participation in the discussions should include, but not be limited to, your reactions to the reading of the postings of your classmates and any relevant information you feel would add to the discussions. Your responses to the postings of your classmates should provide the basis for thinking and discussions. In many instances your responses will vary from those of your colleagues. It is these differences that will provide the basis for your discussions and responses to other students in the class. As such your response to students should be not only supportive, but also probing to stimulate thought among all members of the class. You may debate and offer differing opinions with your colleagues. Finally, your discussion responses should be between 2-4 paragraphs in length (i.e., 50-100 words) and should contain grammatically correct sentences that have been thought out, encourage further discussion (e.g.,

adding to what has been posted or disputing what has been posted can lead to opening a discussion). Merely stating, "I agree," "Great posting," and so forth will not cause your classmates to reexamine their position on any particular assignment.

It is very important you participate in every weekly discussion. Each discussion is worth 6 points....3 points for answering the initial open-ended discussion and 3 points for responding to at least one of the comments/observation made by another student in the course. Should you **only** respond one time during the week you will receive **zero** points. The online weekly discussion takes the place of the chat room and/or attendance in the classroom. We will use the following format for online class discussion:

- Monday-Initial open-ended discussion question(s) will be posted by the instructor via Blackboard. Module and discussion assignments will support the reading assignments and/or additional materials provided by the instructor.
- Tuesday through Wednesday (midnight)– Students respond to the question(s) via Blackboard
- Thursday through Friday (midnight)–Students participate in online discussions by responding to at least one of the comments/observations made by another student in the course. You must participate in the online discussions to receive full credit.

Students are not limited to one response. The mandatory response is designed to encourage online discussion and the formation of an online community of learners. Waiting until the last day to respond and making the minimal response will result in minimal learning. The more actively engaged you are, the more you will learn.

A perfect weekly discussion score is 10 points. If you find less than a perfect score, take a look at the factors that make up that score each and every time your work is graded.

*Word Count

*Grammar

* Spelling

*Substantive and academic content

*Critical thought and analysis

*More than one or two thoughts per week

*Paying attention to detail

*Ensuring the bulk of your response is not a repeat of a classmates post or response

III. Campus Based Implementation Activity:

The purpose of this assignment is to examine how different educators implement a curriculum that is considered to be culturally-sensitive and to consider how an administrator might promote a school-wide curricular program that reflects the diversity of its students and the community it serves.

Step1:

Students will first closely examine their school's most recent Texas Academic Performance Record (TAPR) to identify some areas of concern. Students will highlight any inconsistencies or nuances with regards to their campus' subpopulations.

Step 2

Interview one or two teachers, one administrator, and a curriculum specialist (Academic Dean, Curriculum Coordinator, District level Coach) in different settings (e.g. different school districts,

elementary, secondary, charter, economic settings, rural, urban) to examine their experiences of implementing a culturally-sensitive curriculum. I have developed a few questions to help you get started but you will need to develop additional questions to guide your interview and help you write your paper.

1. What types of activities or lessons have you planned that reflect a culturally sensitive curriculum?
2. How do you acknowledge the diversity of your students?
3. How do you differentiate instruction to include multiple modalities for all learners?
- 4-8. Questions you develop

Step 3

Answer the following questions in a reflective paper based on your interviews. Your reflection paper should be approximately 2-3 pages in length, typed (.12), and double spaced. Proofread carefully.

1. What professional knowledge did you gain from this field experience?
2. Identify those skills gained during this field experience that would be useful in fulfilling your professional education responsibilities as an educational leader.
3. What did you learn personally during this assignment that will impact your approach to leadership?
4. What measures can you enact to ameliorate any concerns observed on the TAPR report?
5. How will you use this to improve or impact K-12 student learning?

Step 4

Students will present their findings in a presentation. Presentations will be no longer than 10 minutes each.

Book and Chapters' Presentations: Guidelines

All students are required to lead discussions about the chapters or articles (individually, in pairs, or groups). The purpose of presenting topics to your colleagues is of utmost importance in developing inquiry and reflection from theory to practice so that all members of the class can participate. This is a summative and diagnostic assessment.

When presenting on a specific topic or idea, you will:

1. Review of Chapter:
 - a. Present your participants with a thorough summary of the central ideas in the chapter or article.
 - b. Provoke deep analysis of concepts and ideas. This class' topic requires a mind-shift and provokes critical questions. Prompt your colleagues to engage in these conversations.
 - c. Add references for the reading and references for additional book reviews and/or related articles available.
2. Activity:
 - a. Provide one reinforcing activity to make sure that the participants are provided with experiential learning.
 - b. Students are expected to bring (and post on Blackboard) at least 2 journal articles that are pertinent to the chapter and discuss these finding with the class.
3. Provide opportunities for brainstorming and sharing
 - a. Include ways in which the chapter or article can be applied to particular cases in education
 - b. Include ways to evaluate/demonstrate if your participants captured the main concepts and ideas

Grading Criteria for presentations

The presentation was well prepared	6
Central ideas and concepts were clearly presented	2
Summary of chapter was shared with clarity and cohesiveness	5
Students were invited to engage in journal activity	5
Ways to test if students captured the ideas/concepts were used	2
Total Possible Points Earned	20

Assignments	Possible Points
Texas Teacher Evaluation and Support System (T-TESS) Observation Exercises/Reflections (3@5 points each) Each student must complete a total of 3 online reflections about an online T-TESS observation activity. Due dates for assignments can be found in the tentative schedule.	15
Online Discussions/Dialogue (total 5@6 points each) Each week, students are expected to answer the initial open-ended discussion and respond separately to at least two postings made by other students in the course.	30
Campus Based Implementation Activity – Students will first closely examine their school’s most recent Texas Academic Performance Record (TAPR) to identify some areas of concern. Students will meet and interview 2 educators, an administrator (preferably your principal), and a district or area level curriculum specialist. Students will devise a concerted plan of action and give a presentation on their plan.	20
Participation (clause 2) and Attendance (clause 4) All students are expected to participate in online and face-to-face discussions. Absences are articulated in more detail in the syllabus.	5
Book Chapter Presentations (Group) – Students will collaborate with their group members to present their assigned chapters in class. Students will facilitate activities that can be replicated at their respective campus levels.	20
Final Exam (Cumulative)	10
TOTAL	100

Course Grade	Course Average
A	90-100 plus no more than one absence
B	80 - 89 plus no more than two absences 90-100 plus two absences
C	75 – 89 plus no more than one absence 80 – 89 plus two absences 90-100 plus three absences
F	74 or below; or any average with more than three absences may incur in a failing grade
I*	Incomplete

* The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

12. Dropping this Course: Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.

Date and Assignment Due	Tentative Agenda	Come prepared to discuss the following readings
Week 1	No Class: MLK Holiday	
Week 2	Introduction to Course Syllabus Curriculum Development Observations Theory to Practice: Article Examination to Campus Application (C.1-4)	
Week 3 Reflection 1 due (E.1) Online Discussions/Dialogue 1	Chapter Presentation Education Reform History Technological Integration Theory to Practice: Article Examination to Campus Application (C.1-4)	Henson Chap.1,2 Leader(s) for Chapter review: Bring Article for Next Week's Class
Week 4 Online Discussions/Dialogue 2	Chapter Presentation Historical and Philosophical Foundations of Curricula Concepts, Theories, and Models Discussions on Current Research on Curriculum Development, Alignment, and Evaluation Theory to Practice: Article Examination to Campus Application (C.1-4)	Henson Chap. 3,4 Leader(s) for Chapter review:
Week 5 Reflection 2 due (E.1) Online Discussions/Dialogue 3	Chapter Presentation Curriculum Alignment Activity Theory to Practice: Article Examination to Campus Application (C.1-4)	Henson Chap. 5,6 Leader(s) for Chapter review:

Date and Assignment Due	Tentative Agenda	Come prepared to discuss the following readings
Week 6 Online Discussions/Dialogue 4	Chapter Presentation Higher Order Thinking Skills - Bloom's Taxonomy Theory to Practice: Article Examination to Campus Application (C.1-4)	Henson Chap. 7,8 Leader(s) for Chapter review:
Week 7 Online Discussions/Dialogue 5	Chapter Presentation Campus Based Implementation Activity Presentation (C.1-4)	Henson Chap. 9,10 Leader(s) for Chapter review:
Week 8 Reflection 3 due (E.1)	Campus Based Implementation Activity Presentation (D.3) Final Exam	Henson Chap. 11 Leader(s) for Chapter review:

Student Participation Agreement

Please read this carefully. To be an engaged member of this learning experience, you must meet the expectations listed below. If you are unwilling and/or cannot meet any of the following terms, you must drop this course. After you have read this agreement, sign, date and turn in.

1. Due to the nature of this course it is imperative that you participate in all class activities and online discussions (Blackboard). The quality of your participation (e.g., observations you make, questions you ask, resources you provide, experiences that you share) will determine the quality of this class experience.
2. Assignments require that you deliver your work on time by posting your work online. At times your upload will be shared so that other students can review and learn from your thinking. You must post your assignments by the due date. Late postings are not accepted unless you have made arrangements with Dr. Scott prior to the start of the assignment. If there is work that you do not want others to see, with the exception of the instructor, you must make arrangements for this prior to the start of the assignment.
3. Assignments may require you to work in groups. You are responsible for full participation in your team effort. If, for any reason, you cannot meet your team responsibilities, you are expected to contact the instructor at the start of the assignment.
4. Class participation is an important part of this course. As a courtesy to the classmates and instructor, students are required to be respectful to people's ideas, comments, and concerns. In addition, respect toward the professor and respect in regards to the confidentiality of issues discussed in class is of utmost importance. Information related to schools in the area might be shared and must remain confidential. Sharing information is for the purpose of professional growth only, and is not meant to serve as a forum for intentional criticism.
5. To remain updated on course events, you should check the course web-page regularly for assignment reminders, announcements, and other important and timely announcements. As an adult learner, you are expected to take responsibility for your learning. Staying in touch with your team members, sharing your learning with classmates, and communicating regularly with the instructor is a large part of this learning experience. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.
6. Please know that it is not the instructor's responsibility to teach you how to use hardware and/or software. There are tutorials set up for you, and/or you may need to locate guidance from your local resources.
7. You must have a Jaguar email in order to participate in this course. If you prefer to receive emails through your local server, you must set up your computer to forward your emails. It is not the responsibility of the instructor to do this for you or to make sure that you are accessing the information/announcements being sent to your email accounts.

Print Name: _____ Course enrolled: _____

Student Signature: _____ Date: _____

Resources

Special Needs Policy: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335. For more information, please visit the DSS website at <http://www.tamusa.tamus.edu/studentengagementsuccess/dss/index.html>

The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Madla Building, Suite 336. To contact the Center, please call 210-784-1352 or email at Student.Success@tamusa.edu

The Tutoring Center at Texas A&M University-San Antonio provides academic assistance to students in TAMU-SA's schools of Business, Education, and Arts and Sciences. Literacy tutors help students develop reading skills, prepare oral presentations, and plan, draft, and revise their papers. The goal of TAMU-SA tutors is to empower students to succeed academically. Appointments are made by calling (210) 784-1329 or by emailing Tutoring@tamusa.tamus.edu.

For more information, please visit the Tutoring Services website:
<http://www.tamusa.tamus.edu/studentengagementsuccess/tutoringservices/>

KNOWLEDGE BASE/REFERENCES

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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Department of Educator and Leadership Preparation

EDAD 5301 SYLLABUS

<u>Instructor:</u>	Dr. Elisabeth Krimbill Texas A&M San Antonio College of Education Department of Educator and Leadership Preparation One University Way San Antonio, TX 78224
<u>Office location/hours:</u>	Madla Bldg, Room 332, Monday 2:00-6:45 p.m. and Wednesday 12-3:30
<u>Office Telephone #:</u>	210-273-5099
<u>E-mail:</u>	Elisabeth.Krimbill@tamusa.edu
<u>Course Title:</u>	EDAD 5301 Behavioral and Organizational Foundations of Education
<u>Credits:</u>	3
<u>Time/Location:</u>	Madla Bldg, Room 224

Prerequisites before you can take this course: There are no prerequisites for this course.

Course Description: This course explores the foundations of sociological, psychological, historical, and philosophical views of education, school organization, including program of study, personnel, levels, and varied approaches.

Course Objectives: The course will allow students to:

1. Apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment
2. Demonstrate a mindful approach to decision-making based upon the application of relevant theory and research

3. Promote the success of all students by managing the organization in a way that produces a safe, efficient, and effective learning environment.
4. Participate in problem-based learning activities and engage in honest, collegial interactions
5. Demonstrate the ability to use motivational principles to improve the performance of teachers and students

ELCC Standards Covered within this Course:

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

TEXES 068 Principal Competencies and Standards Covered within this Course:

Principal Standard II

Learner-Centered Leadership and Campus Culture: A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Principal Standard VII

Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

Competency 01: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 07: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Course Assignments:

1. **Online Discussions** All students are expected to participate in every online discussion. Each week, students are expected to answer the initial open-ended discussion and respond to at least one of the comments/observation made by another student in the course (5 pts each, 30% of total grade)
2. **Reflective Writing: Portfolio Assignments:** Each student must complete a total of 6 online activities. Online activities will vary from week to week. Due dates for online activities can be found in the attached calendar (5 pts each, 30% of total grade).
3. **Literature Review Paper** Students will conduct a thorough review of the literature regarding one correlate of highly effective schools from a minimum of 10 different journal articles. This research will result in a paper summarizing their findings. The paper must be a minimum of 1000 words. (20% of total grade).
4. **Take Home Final Exam.** Students will complete a take home final which summarizes the learning for the semester (20% of total grade).

Grades will be based on a straight percentage scale:

A 90% and up B 80% - 89% C 75% - 79% D 70% - 74% F 69% or below

I Incomplete*

* The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Make-up Work: Assignments turned in up to 7 days late will result in a 10% reduction in grade. Assignments turned in more than 7 days late will result in a 20% reduction in grade.

Writing Style: All written work for this course must conform to the American Psychological Association Style Manual, 6th Edition (2011).

Dropping this Course: Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.

Online Discussion:

It is very important you participate in every online discussion. Each week, students are expected to answer the initial open-ended discussion and respond to at least one of the comments/observation made by another student in the course.

It should be noted that students are not limited to one response. The mandatory response is simply designed to encourage online discussion and the formation of an online community of learners.

LOGGING INTO BLACKBOARD

1. Go to <http://tamusa.blackboard.com>
2. On the Computing and Information Services page click on the link entitled, "Email".
3. On the Email Connection Link please click on the Account Management Link and continue.
4. Please enter your Username or K number and the password is your DOB as MMDDYY after this you will see your information to log into Blackboard
 - Username = is your upper case k information, which is your user name to log into Blackboard.
 - Password = is your date of birth entered as MMDDYY
5. After logging in, you will see your Blackboard Learning my institution page. If you do not see any courses, or the wrong courses, then check your registration in the Blue and Gold Connection. Please contact the help desk (see below) if you do not see any of your courses

NOTE: Help Desk Hours: 8:00 am to 5:00 pm Monday through Saturday
Phone: (210) 932-7830

Academic Dishonesty/Plagiarism

You are expected to practice academic honesty in every aspect of this course and all courses. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (6th ed.).

Non-Academic Misconduct

The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either

- 1) the instructor's ability to conduct the class
- 2) the ability of other students to profit from the instructional program, or
- 3) campus behavior that interferes with the rights of others will not be tolerated.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Disability Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335.

Required Resource:

Hoy, W. K., & Miskel, C. G. (2012). Educational administration: Theory, research, and practice (9th ed.). New York: McGraw-Hill.

Optional Resource:

APA Style Manual, 6th Edition (2011)

Additional Resources:

Principal

Published by the National Association of Elementary School Principals
www.naesp.org

NASSP Bulletin

Published by the National Association of Secondary School Principals
www.nassp.org

The School Administrator
Educational Leadership &
Journal of Curriculum Dev

Published by the American Association of School Administrator www.aasa.org
Published by the Association for Supervision and
www.ascd.org

Information for the Literature Review

Requirements: A minimum of 10 journals are to be reviewed. The paper is to be a minimum of 1000 words.

Structure of the paper: You have at least two options in structuring this paper.

Option 1: Arrange your paper by journal article – 10 journals means you would write roughly 100 words per article. (Note: If you have never written a lit review before, I would recommend this method).

Option 2: Arrange your paper by sub-theme – If you select this method, you would read your 10 articles, then identify the common themes you found between journals. You would write about each theme, imbedding your journal citations throughout your paper.

Please include the following information for each journal article you read:

1. In-text citation – examples listed below:
 - a. In his study of high performing schools, Orso (2009) found 3 common themes.
 - b. There are at least 3 common factors attributed to high performing schools (Orso, 2009).
2. Include information about the sample size – examples listed below:
 - a. This study examined 10 high schools in California
 - b. This was a study of 104 elementary schools across Texas and Louisiana
3. Include information on how they identified these schools as successful – examples listed below:
 - a. All schools in this study are 90/90/90 schools, meaning they have 90% minority students, 90% free and reduced lunch, and score in the 90th percentile on standardized tests.
 - b. All schools in this study were identified as Blue Ribbon schools, etc.
4. Include information about the results the author found in this particular study – examples listed below:
 - a. There were three factors of trust that led to high performing schools, they were...
 - b. We found that all of the schools in this study emphasized relationships with students
5. Include an APA style reference at the end of the paper for each journal you cite. Examples listed below:
 - a. Drago-Severson, E., & Pinto, K. (2006). School leadership for reducing teacher isolation: Drawing from the well of human resources. *International Journal of Leadership in Education*, 9(2), 129-155.
 - b. Fiore, D.J.(2006). *School-Community Relations, Second Edition*. Larchmont, NY: Eye On Education.

Approved research topics: teacher collegiality; mindfulness; trust; collective efficacy; teacher self-efficacy; organizational justice; academic emphasis; and protection from student bullying

Non-pre-approved topics: If you have a different topic you would like to research, please see the professor for approval before you begin.

EDAD 5301 - Rubric for Literature Review Paper

The purpose of this assignment is to increase your knowledge and understanding of campus climate. Your paper will be evaluated by the following criteria:

Questions	Score	Score	Score	Score
1. Is the literature review conducted on research based articles?	The cited articles, although on topic, are not research based articles. They may fail to address the question, or they may fail to add any information based on original research. 0-1 points	The response is a marginal answer to the question. Some of the cited articles may be on-topic, original research, but the majority are not. 2 points	The response is a proficient answer to the question. The majority of articles cited are both on-topic and represent original research. 3 points	The response is an excellent answer to the question. All cited articles are on topic, and are research based articles. 4 points
2. Does the author present information about the sample size for each study?	The response does not provide any information about the sample size for any of the articles in the paper. 0-1 points	The response is a marginal answer to the question. The author occasionally provides information regarding sample size for each citation, but the majority of citations do not contain information on sample size. 2 points	The response is a proficient answer to the question. The author provides information regarding sample size most of the time. 3 points	The response is an excellent answer to the question. All cited articles are on topic, and contain information about sample size. 4 points
3. Does the author present information about the methodology/selection criteria for each study?	The response does not provide any information about the methodology/selection criteria for any of the articles in the paper. 0-1 points	The response is a marginal answer to the question. The author occasionally provides information regarding methodology/selection criteria for each citation, but the majority of citations do not contain this information. 2 points	The response is a proficient answer to the question. The author provides information regarding methodology/selection criteria most of the time. 3 points	The response is an excellent answer to the question. All cited articles are on topic, and contain information about the methodology/selection criteria. 4 points
4. Does the author present information about the findings for each study?	The response does not provide any information about the findings for any of the articles in the paper. 0-1 points	The response is a marginal answer to the question. The author occasionally provides information regarding findings for each citation, but the majority of citations do not contain this information. 2 points	The response is a proficient answer to the question. The author provides information regarding findings most of the time. 3 points	The response is an excellent answer to the question. All cited articles are on topic, and contain information about the findings. 4 points
5. Is the paper well-written according to APA style?	The paper does not flow well and/or does not follow APA style. 0-1 points	While the writing may contain some elements of a proficient paper, there are grammatical mistakes, and/or APA style is often inaccurate. 2 points	The majority of the writing is accurate, there are few grammar mistakes, and APA style is followed the majority of the time. 3 points	The writing flows well. There are few (if any) mistakes in grammar or APA style. 4 points

Session/Date	Topics/Presentations	Assignment Due	Assignment Details
Monday August 28 Class 1 Comp 1	<ul style="list-style-type: none"> • Course Introduction/ Review syllabus • Outline of Literature Review Paper • The School as a Social System 	Log into Blackboard	<p>Log into Blackboard Review Class 1 Presentation Read Hoy and Miskel: Chapter 1</p> <p>Online Introduction: Introduction to your online community. (No response required) (Who are you, what do you do, where do you work, years of experience, one thing you would like to learn in this class)</p> <p>Reflective Writing: Portfolio Assignment 1: Think about a school principal who you believe is an outstanding educational leader.</p> <ul style="list-style-type: none"> • What is the principal's role in setting the culture of the school? • What is the principal's role in improving teaching and learning within the school? • How does the principal motivate staff and students to achieve at their highest levels? <p>DUE SEPTEMBER 11</p>
Monday Sept 11 Class 2 Standard 7	<ul style="list-style-type: none"> • The Technical Core: Teaching and Learning 	Online Introduction is due Portfolio Assignment #1 is due	<p>Review Class 2 Presentation Read Hoy and Miskel: Chapter 2</p> <p>Online Discussion 1: How is the curriculum in your school helping students develop learning strategies as well as curriculum content? How can you use the information in this chapter to adjust your teaching practices? Comment on a classmate's posting.</p> <p>Reflective Writing: Portfolio Assignment 2: Review the three general theories of learning discussed in Chapter 2. The authors state, "Our position is that learning is a complex cognitive process and there is no one best explanation of learning." How do you see the application of each of these theoretical perspectives in your teaching practices? Reflect on your own beliefs about learning and how those beliefs impact your teaching practices.</p> <p>DUE SEPTEMBER 18</p>
Monday Sept 18 Class 3 Standard 7	<ul style="list-style-type: none"> • Structure in Schools 	Online Discussion #1 is due Portfolio Assignment #2 is due	<p>Review Class 3 Presentation Read Hoy and Miskel: Chapter 3</p> <p>Online Discussion 2: Discuss the importance school culture from a local, state, and national perspective. Do you think that there are any improvements that can be made to public schools that will result in recruiting and retaining the best teachers in the field? Comment on a classmate's posting.</p> <p>DUE SEPTEMBER 25</p>

<p>Monday Sept 25</p> <p>Class 4</p> <p>Standard 1</p>	<ul style="list-style-type: none"> Organizational Culture of Schools 	<p>Online Discussion #2 is due</p>	<p>Review Class 4 Presentation</p> <p>Read Hoy and Miskel: Chapter 5</p> <p>Online Discussion 3: What are some ceremonies, rituals, and celebrations you have at your school that impact culture? Comment on a classmate's posting.</p> <p>Reflective Writing: Portfolio Assignment 3: School cultures of efficacy, of trust, and of academic optimism promote student achievement. What are the specific actions you would take as a campus leader to impact your campus culture.</p> <p>DUE OCTOBER 2</p>
<p>Monday Oct 2</p> <p>Class 5</p> <p>Standard 1</p>	<ul style="list-style-type: none"> Organizational Climate of Schools 	<p>Online Discussion #3 is due</p> <p>Portfolio Assignment #3 is due</p>	<p>Review Class 5 Presentation</p> <p>Read Hoy and Miskel: Chapter 6</p> <p>Reflective Writing: Portfolio Assignment 4: Review the characteristics of Organizational Openness starting on page 210. How would the teachers in your school describe the culture as outlined on Table 6.2? What are some specific examples of behaviors on your campus to support this description? What are some ideas you have to positively impact your campus culture?</p> <p>DUE OCTOBER 9</p>
<p>Monday October 9</p> <p>Class 6</p> <p>Comp 7</p>	<ul style="list-style-type: none"> Power and Politics in Schools 	<p>Portfolio Assignment #4 is due</p>	<p>Review Class 6 Presentation</p> <p>Read Hoy and Miskel: Chapter 7</p> <p>Online Discussion 4: Power and politics in organizations are inevitable, and organization members have three basic choices- they can stay and play (give voice), stay and contribute as expected (be loyal), or leave (exit). Discuss an instance when you witnessed a fellow educator make one of these choices and what was the impact of their decision on your learning community. Comment on a classmate's posting.</p> <p>Reflective Writing: Portfolio Assignment 5: Review the five conflict management styles discussed in Chapter 7. The authors state, "There is no one best way to manage conflict; success is dependent on matching the right resolution approach with the situation." Reflect and describe 3-5 times when you have used each of the conflict management styles in a particular situation.</p> <p>DUE OCTOBER 23</p>
<p>Monday October 16</p> <p>WORK WEEK</p>	<ul style="list-style-type: none"> Review and select topic for Literature Review Paper 	<p>Work on Literature Review</p>	<p>Email instructor with the topic you selected for your Literature Review. Begin search for 10 Peer Reviewed Journal articles that meet course requirements. (Elisabeth.Krimbill@tamusa.edu)</p> <p>DUE OCTOBER 23</p>
<p>Monday October 23</p> <p>Class 7</p>	<ul style="list-style-type: none"> External Environments and Accountability of Schools 	<p>Online Discussion #4 is due</p> <p>Portfolio Assignment #5 is due</p>	<p>Review Class 7 Presentation</p> <p>Read Hoy and Miskel: Chapter 8</p> <p>Online Discussion 5: Think of a recent controversy or program</p>

Comp 7		due Email to Instructor is due Work on Literature Review	innovation by the school district or the school in which you reside or work. What were the major points of contention? Did the leaders use any institutional strategies to meet the demands form the environment? Were these strategies effective? Comment on a classmate's posting. DUE OCTOBER 30
Monday October 30 Class 8 Standard 1	<ul style="list-style-type: none"> School Effectiveness 	Online Discussion #5 is due Work on Literature Review	Review Class 8 Presentation Read Hoy and Miskel: Chapter 9 Online Discussion 6: How does your school system convince the public that it is doing a good job? How does your district measure up to others? What is the evidence you would use to make this assertion? Comment on a classmate's posting. DUE NOVEMBER 13
Monday Nov 6 WORK WEEK	<ul style="list-style-type: none"> Work Week for Literature Review Paper 	Work on Literature Review	Work week for Literature Review Paper DUE NOVEMBER 13
Monday Nov 13 Class 9 Standard 1	<ul style="list-style-type: none"> Communication in Schools 	Online Discussion #6 is due Literature Review Paper is Due Today	Review Class 9 Presentation Read Hoy and Miskel: Chapter 12 No online discussion or portfolio assignment required this week. DUE NOVEMBER 27
Monday Nov 20 WORK WEEK	<ul style="list-style-type: none"> Work Week for the Take Home Final 	Take Home Final is Posted Work on Final	Work Week for the Take Home Final DUE DECEMBER 4
Monday Nov 27 Class 10 Comp 7	<ul style="list-style-type: none"> Leadership in Schools 	Work on Final	Review Class 10 Presentation Read Hoy and Miskel: Chapter 13 Continue making progress on Take Home Final Reflective Writing: Portfolio Assignment 6: Figure 13.1 on page 436 defines four leader behavior styles. What is your dominant leadership style? What is your secondary style? How flexible is your leadership style? Can you shift your leader behaviors as the situation changes? Reflect on these questions and write about what you have learned about your style of leading? DUE DECEMBER 4
Monday December 4 Class 11	<ul style="list-style-type: none"> Class Summary 	Portfolio Assignment #6 is due Take Home Final is Due Today	Review class 11 Presentation Final Grades Available: December 16

Dr. Elisabeth Krimbill

TEXAS A&M UNIVERSITY SAN ANTONIO

DIVISION OF EDUCATOR AND LEADERSHIP PREPARATION

COURSE NUMBER AND TITLE: EDAD 5383 Public School Law

CATALOGUE DESCRIPTION: Federal and state legal regulations as they relate to public school administration

COURSE CREDIT: Three hours graduate credit

TERM OFFERED: Fall, 2017

LOCATION OF CLASSROOM: Room 225 in the Madla Building

TIME: Monday (7:00-8:15pm.) Hybrid course delivery format includes a combination of face-to-face and online instruction.

WEBSITE LOCATION: Texas A&M University - San Antonio Home Page at:
<http://www.tamusa.tamus.edu> and click on the Blackboard link

INSTRUCTOR'S NAME: Dr, Elisabeth Krimbill
Department of Education and Educational Leadership
Texas A&M University-San Antonio
One University Way
Frank Madla Building #332
San Antonio, TX 78224
Elisabeth.Krimbill@tamusa.edu

OFFICE HOURS:

2:00-6:45 p.m. on Mondays and 12:00-3:30 p.m. on Wednesdays in Room 332, Madla Building on the Main Campus.

Individual advising can be scheduled on other days according to each student's need.

REQUIRED TEXTBOOKS:

Walsh, J., Kemerer, F., & Maniotis, L., (2014). *The educator's guide to Texas school law, 8th Edition*. Austin: University of Texas Press.

USEFUL WEBSITE LOCATIONS FOR STUDY AND/OR RESEARCH MATERIALS;

http://www.texas.ets.org/assets/pdf/testprep_manuals/068_principal_82762_web.pdf

STUDENT LEARNER OUTCOMES:

The students in this class will be able to:

- SLO# 1. Identify the various sources of law that impact administrators, teachers, and students.(Competency 003: 3.2 implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educators, and 3.4 apply legal guidelines to protect the rights of students and staff and to improve learning opportunities)
- SLO#2. Determine how to respond within the law to controversies that involve religion (Competency 003: 3.1 model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions and behaviors)
- SLO#3. Determine the major laws that provide protections for students with disabilities (Competency 003: 3.4 apply legal guidelines to protect the rights of students and staff and to improve learning opportunities, and, 3.7 serve as an advocate for all children and 3.2 implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educators)
- SLO#4. Determine the status of student free expression rights. (Competency 003: 3.4 apply legal guidelines to protect the rights of students and staff and to improve learning opportunities and 3.2 implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educators)
- SLO#5. Determine the various legal issues involving teachers' substantive rights in schools. (Competency 003: 3.4 apply legal guidelines to protect the rights of students and staff and to improve learning opportunities and 3.2 implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educators)
- SLO#6. Identify the duties of school boards, superintendents, and principals as listed in the law. (Competency 003: apply laws, policies, and procedures in a fair and reasonable manner)
- SLO#7. List the legal requirements for site-based decision making at the campus level. (Competency 003: implement policies and procedures that promote professional educator compliance with the Code of Ethics and Standard Practices for Texas Educators)
- SLO#8. Demonstrate expertise researching, analyzing, and organizing information directly related to legal issue in Texas. (Competency 003: 3.1 model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions and behaviors)

- SLO#9. Recognize the relationship between federal and state government in regards to education. (Competency 003: 3.5 apply laws, policies, and procedures in a fair and reasonable manner)
- SLO#10. Analyze the definitions and context of language used in the Texas Principal Competencies as they relate to public school law. (Competency 003: 3.6 articulate the importance of education in a free democratic society)
- SLO#11. Analyze the sources of law, the important cases, and pertinent applications for school administrators, especially the principal. (Competency 003: 3.2 implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators, and 3.4 apply legal guidelines to protect the rights of students and staff and to improve learning opportunities, and 3.5 apply laws, policies, and procedures in a fair and democratic society)
- SLO#12. Demonstrate individual experience in finding, analyzing, and applying laws found in Texas codes that impact Texas public schools and administrators. (Competency 003: 3.4 apply legal guidelines to protect the rights of students and staff and to improve learning opportunities, and 3.5 apply laws, policies, and procedures in a fair and democratic society)

This course focuses upon the following Principal 068 TExES Principal Standards:

Principal Standard I

Learner-Centered Values and Ethics of Leadership: A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

Principal Standard III

Learner-Centered Human Resources Leadership and Management: A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

This course meets ELCC Standard 5:

Standard 5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

PERFORMANCE EVIDENCE:

This course will be administered through readings, power points, assignments, on-line resources, group discussions, court cases and a final exam administered ON CAMPUS. Group discussions

will provide opportunities for the student to model ethical principles and integrity in decision making, actions, and behavior. The final exam is designed to demonstrate the student's competency of the learner outcomes. Assignments and quizzes are designed to encourage reflection, promote the continuous and appropriate development of all learners, and provide opportunities for application.

COURSE REQUIREMENTS:

CLASS ASSIGNMENTS

Each assignment will vary in length but should be typed (.12), double spaced, and should be sent using Blackboard (not to my email address). It is the expectation that all assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. Each assignment will be graded based on both content and application or examples that demonstrate you have processed the information or question.

Reflective Writing: Portfolio Assignment 1	6 points
Reflective Writing: Portfolio Assignment 2	6 points
Reflective Writing: Portfolio Assignment 3	6 points
Reflective Writing: Portfolio Assignment 4	6 points
Reflective Writing: Portfolio Assignment 5	6 points
Key Assignment 1: Disciplinary Memo	15 points
Key Assignment 2: Principal/Admin Interview	15 points
Case Study Presentation	20 points
Final Paper	20 points
Total Points	100

GRADES: Grades will be based upon the number of points accumulated on each requirement, participation, and attendance. All assignments must be submitted on the appropriate due date. The following point totals will apply:
90-100=A; 80-89 pts = B; 70-79 pts = C. One and two absences will have no penalty to grade. Three absences will result in a deduction of 10 points. Four absences will result in a deduction of 20 points. Any more than that will require a meeting with the instructor.

GRADING POLICY:

Grades for this course will be determined based on completion of the course requirements. In completing the written assignments, make sure to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate to graduate level academic discourse.

If you decide not to participate in this class or find yourself doing poorly, it is your responsibility to drop the class. If you do not drop the course you will receive a failing grade at the end of the semester.

ORIGINALITY OF WORK AND USE OF PRIOR WORK:

Please do your own work and do not share your written assignments with other students. Do not copy another student's work. Copying another student's work will result in a failing grade. Full citation of published material is required.

PROGRAM POLICIES AND STANDARDS

Incompletes "I"

The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course

Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.

STUDENTS WITH DISABILITIES: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Counseling and Disability Support Services for the coordination of services. C & DSS is located

on the 1st floor of the Main Campus Building in room 127. If you have any questions or need additional information, please contact us at (210)784-1335 or email us at dsupport@tamusa.tamus.edu.

Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Madla Building, Suite 336. To contact the Center, please call 210-784-1352 or email at Student.Success@tamusa.edu

Academic Dishonesty

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy which may be found in the Texas A&M University-San Antonio Student Handbook.

KNOWLEDGE BASE/REFERENCES:

- Boyle, Joseph R. (2001). *Special education law*. MA: Allyn & Bacon.
- Essex, Nathan L. (2006) *A teacher's pocket guide to school law*. Boston: Pearson Education, Inc.
- Heifetz, R.L. & Linsky, M. (2002). *Leadership on the line*. Boston: Harvard Business School Press.
- Imber, Micheal (2000). *Education law*. New Jersey: Erlbaum, Inc.
- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Looney, S.(2004). *Education and the legal system: A guide to understanding law*, NJ: Prentice Hall.
- Vornberg, Hickey, & Borgemenke (2012). *Texas public school organization and administration*. Dubuque,IA: Kendall Hunt Publishing Company.
- Walsh, Kemerer, & Maniotis (2010). *The educator's guide to Texas school law*. Austin: University of Texas Press.
- www.law.cornell.edu/index.html (U.S. Supreme Court opinions)
- www.ca5.uscourts.gov (Fifth Circuit Court of Appeals website and opinions)
- www.courts.net (recent state court and appellate court decisions; federal court opinions)
- www.legaldigest.com (website for Texas School Assoc. Legal Digest—current legal issues)
- www.lexisnexis.com (general legal website)
- www.findlaw.com (comprehensive legal site)
- www.nsba.org/cosa (National School Boards Association website for school attorneys)
- <http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm> (Texas Education Code)

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www.tea.state.tx.us/rules/home (SBOE Rules, Texas Administrative Code)
www.oag.state.tx.us/opinopen/ogindex.shtml (Texas Attorney General Opinions)
www.capitol.state.tx.us (state legislative news)
www.tea.state.tx.us/special.ed/hearings (special education hearings)
<http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm> (Texas Education Code)
www.tea.state.tx.us/rules/home (SBOE Rules, Texas Administrative Code)
www.tea.state.tx.us/commissioner (TEA Commissioner's decisions)
U.S. Courts www.findlaw.com

Session/ Date	Topics/Presentations	Assign. Due	Assignment Details
Monday August 28 Class 1 <i>TExES</i> D1, C3	Course Introduction/ Review syllabus <ul style="list-style-type: none"> In Class Activity: "The legal challenges we are currently facing in schools" Presentation: Sources of Law: Chapter 1 	Log into Blackboard	Log into Blackboard Read Chapter 1 Reflective Writing: Portfolio Assignment things or topics you would like to learn DUE SEPTEMBER 11
Monday Sept 4	Labor Day NO CLASS		No Class and no assignments
Monday Sept 11 Class 2 <i>TExES</i> D3, C8	Law 101 <ul style="list-style-type: none"> In Class Activity: Review steps to brief a case Discussion: Select Case Studies Presentation: Terminology 	Portfolio Assignment #1 is due	Read: Chapter 2 Reflective Writing: Portfolio Assignment 2: What do you think are the top five legal issues campus leaders face and how will you stay current in your legal knowledge as the expert on your campus? DUE SEPTEMBER 18
Monday Sept 18 Class 3 <i>TExES</i> D3, C9	Legal Liability <ul style="list-style-type: none"> In Class Activity: Policy Scavenger Hunt Discussion: "Political Environment and the ESSA" 	Portfolio Assignment #2 is due	Read Chapter 3 Reflective Writing: Portfolio Assignment 3: What more can your school do to protect everyone in the building and ensure safety at school. DUE SEPTEMBER 25
Monday Sept 25 Class 4 <i>TExES</i> D2, C6	The Employment Relationship <ul style="list-style-type: none"> In Class Activity: How to write a memo Discussion: Documentation 	Portfolio Assignment #3 is due	Read Chapter 4 Key Assignment 1: Write a memo to a teacher regarding failure to follow district policy DUE OCTOBER 9
Monday October 2 Class 5 <i>TExES</i> D1, C2	Case Study Presentations <ol style="list-style-type: none"> <ul style="list-style-type: none"> Discussion 		Read Chapter 5
Monday October 9 Class 6 <i>TExES</i> D1, C2	Case Study Presentations <ol style="list-style-type: none"> <ul style="list-style-type: none"> Discussion 	Key Assignment 1: Memo Due	Read Chapter 6 Key Assignment 2: Principal/Admin Interview DUE NOVEMBER 6

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<p>Monday October 23</p> <p>Class 7</p> <p><i>TEExES</i> <i>D1, C2</i> <i>D2, C5</i></p>	<p>Case Study Presentations 5. 6.</p> <ul style="list-style-type: none"> • Discussion 		<p>Read Chapter 7</p> <p>Reflective Writing: Portfolio Assignment 4: What has been the most challenging legal situation you have encountered thus far in your career? If none, talk to a fellow teacher about a situation they encountered. DUE OCTOBER 30</p>
<p>Monday October 30</p> <p>Class 8</p> <p><i>TEExES</i> <i>D1, C2</i></p>	<p>Case Study Presentations 7. 8.</p> <ul style="list-style-type: none"> • Discussion • In Class Activity: Review expectations for Final Paper 	<p>Portfolio Assignment #4 is due</p>	<p>Read Chapter 8</p> <p>Reflective Writing: Portfolio Assignment 5: How do you think the prevalence of technology and social media will impact your teaching in the future?</p> <p>DUE NOVEMBER 6</p> <p>Begin Outline for Final Paper DUE DECEMBER 4</p>
<p>Monday November 6</p> <p>NO CLASS</p>	<p>RESEARCH DAY NO CLASS</p>	<p>Portfolio Assignment #5 is due</p>	<p>Work Time for Final Paper</p>
<p>Monday November 13</p> <p>Class 9</p> <p><i>TEExES</i> <i>D1, C2</i></p>	<p>Case Study Presentations 9. 10.</p> <ul style="list-style-type: none"> • Discussion In Class Activity: Prepare 5 questions for our guest speaker regarding school law 	<p>Key Assignment 2: Principal/Admin Interview Due</p>	<p>Read Chapter 9</p>
<p>Monday November 20</p> <p>NO CLASS</p>	<p>RESEARCH DAY NO CLASS</p>		<p>Work Time for Final Paper</p>
<p>Monday November 27</p> <p>Class 10</p> <p><i>TEExES</i> <i>D2, C4</i></p>	<p>Guest Speaker</p> <ul style="list-style-type: none"> • Hot Topics in School Law 		<p>Read Chapter 10</p>
<p>Monday December 4</p> <p>Class 11</p> <p><i>TEExES</i> <i>D1, C1</i></p>	<p>Student's Rights</p> <ul style="list-style-type: none"> • In Class Activity 	<p>Final Paper Due</p>	<p>Final Paper Due Final Grade Posted within 1 week</p>

Case Selections:

Brown v. Board of Education (1954): separate, but equal

Engel v. Vitale (1962): school prayer

Abington School District v. Schempp (1963): school prayer

Lemon v. Kurtzman (1971): establishment clause

Wisconsin v. Yoder (1972): compulsory attendance

San Antonio ISD v. Rodriguez (1972): equitable funding

Tinker v. Des Moines (1969): free speech

New Jersey v. TLO (1985): unreasonable search

Parents Involved in Community Schools v. Seattle (2007): equal protection

Board of Education v. Rowley (1982): FAPE

Gebser v. Lago Vista (1998): educator sexual misconduct

Walker v. McKinney (2003): HR



COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Department of Educator and Leadership Preparation

EDAD 5313: School Finance

Wednesdays 5:00 p.m. to 8:30 p.m.

MacArthur High School, Room S106- Science Bldg

Instructors:

Dr. Elisabeth Krimbill,

Asst. Professor, College of Education

Frank Madla Building, Office# 332

Office Hours: Mondays 2-6:45 p.m. and Wednesdays 12:00-3:30 p.m.

Phone: 210-273-5099

Mr. Pete Martinez,

Principal, Mac Arthur High School

Phone:

Course Description

This course has been developed to assist current educators and future school administrators to understand the link between legal and policy requirements to assess continuously student learning needs based on a variety of data streams and the actual planning, allocation, encumbrance, and expenditure of resources from a variety of revenue streams.

Instructional Objectives

As a result of activities, course readings, and experiences, students will be invited to:

- Evaluate campus data and use the CIP to help inform the Annual Campus Budget
- Explore how to procure input from all stakeholders (parents, community, teacher) in an on-going, formal, site based decision making process.

- Focus on the respective roles of principal, administrative assistant or secretary, faculty, and school district officers according to policy and state law regarding the allocation and expenditure of school funds.
- Explore the ethical use of public funds and fraud deterrence and plan effective crisis management to ensure school safety

Student Learning Outcomes

As a result of successful participation in this class, students should be able to:

- Relate finance concepts/topics to TExES competencies for the Principal Standards and Expectations
- Understand the ethical imperative to use public funds judiciously
- Make informed decisions regarding school finance, budget control, and supervision of staff
- Make informed decisions regarding the CIP and annual budget
- Lead collaborative groups toward shared decision making, community and parent involvement, and goal setting
- Understand the political and philosophical environment in which educational administration practices are carried out.
- Demonstrate mastery in graduate level written and oral communication, using APA style standards. American Psychological Association manual style will be emphasized in the completion of assignments.

This course focuses upon the following Principal 068 TExES Principal Standards:

Principal Standard I

Learner-Centered Values and Ethics of Leadership: A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

Principal Standard V

Learner-Centered Organizational Leadership and Management: A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Principal Competencies (TExES) covered in this course:

- **Comp. 002:** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- **Comp. 003:** The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
- **Comp. 007:** The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- **Comp. 008:** The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
- **Comp. 009:** The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Required Readings:

TEA: Office of Finance and Grants – Texas Public School Finance Overview (July 2017)

www.TEA.Texas.gov

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539615621>

Required Presentations:

View: Layers of Knowledge: Texas School Finance Introduction

<https://www.youtube.com/watch?v=jncAhk5KQ9E>

View: Layers of Knowledge Texas School Finance #1

<https://www.youtube.com/watch?v=JREiugMMCZw>

View Layers of Knowledge Texas School Finance #2

https://www.youtube.com/watch?v=t_Xkwmq0wNg

View Layers of Knowledge: Texas School Finance #3

https://www.youtube.com/watch?v=Kpb_66yoWeE

View: Layers of Knowledge: Texas School Finance #4

<https://www.youtube.com/watch?v=Y22k0tJanlU>

View: Layers of Knowledge: Texas School Finance #5

https://www.youtube.com/watch?v=e_6lS8l6DGk

Recommended Resource:

Publication Manual of the American Psychological Association (6th ed.)

Student Roles and Responsibilities

Throughout the course students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. Student performance will be evaluated by various written and/or oral assessments as well as class participation. Because this course is student-centered, you will be expected to participate and contribute to class discussions. Students are expected to read all assigned readings, prepare oral presentations, and complete assignments. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Final grades will be assigned according to the A-F format. Assignments will be evaluated using the following criteria:

1. Written assignments should:
 - a. Posted on Blackboard before or by the due date
 - b. Be completed on time
 - c. Be free of grammatical errors
 - d. Be well organized and written
 - e. Reflect all aspects of the assignment
 - f. Be typed, double-spaced, using 12 point Times New Roman fonts; unless otherwise indicated by the instructor.
 - g. Follow the guidelines indicated by the Publication Manual of the American Psychological Association (6th edition).
2. Attendance, Late Assignments, and Make-Up Work
 - a. This graduate level course relies heavily on student participation and contributions. Online and face-to-face participation is considered. Class attendance is expected throughout the course, and it is the student's professional responsibility to be part of discussions. In a face-to-face class, absence from class means that the student did not participate in a given discussion in class. **Each student is allowed one excused absence. After this, each absence will result in a deduction of 10 points from the overall course grade.** Two tardies (15 minutes or more), or leaving class early twice equals one absence.
 - b. All assignments are due at the beginning of class. Post your document online before class. **Late assignments will result in an automatic 5-point grade reduction.**
 - c. Assignments are not accepted after one week from the original date due if any previous agreement with the professor of late assignment. If you are absent from a class session, it is still your responsibility to submit assignments on the dates that they are due or earlier.
 - d. Please make arrangements for childcare as children are not permitted to attend class with you.
3. Class participation should be active and relevant to the topic of discussion, which includes:
 - a. Attending and being prepared to class by reading the assigned chapters each week
 - b. Asking insightful questions and be respectful to others in online discussions
 - c. Remaining focused on the topic
 - d. Being respectful to other peoples' ideas
 - e. Actively listening to comments and building on others' ideas
 - f. Challenging ideas in a constructive and professional manner
 - g. Providing leadership in group work

- h. Accepting responsibility for completing make-up work
 - i. Completing assignments and being prepared for class discussions and activities
4. Group presentations should:
- a. Be well organized
 - b. Be clearly and creatively presented
 - c. Reflect all aspects of the assignment
 - d. Reflect a compelling argument, based on both **research and practice**. The group should be able to engage the audience, invite for participation and be open to feedback and constructive criticism from colleagues.
5. Blackboard. All students enrolled in this course will have access to relevant course information and materials through Blackboard. It is the student's responsibility to access this system periodically. It is important to consider that what is posted on Blackboard or internet is public. The instructor reserves the discretion to add or delete from the content as necessary, acting within the policies and procedures of the University.

How to log into Blackboard:

- a. Go to <http://tamusa.blackboard.com>
- b. On the Computing and Information Services page click on the link entitled, "Email".
- c. On the Email Connection Link please click on the Account Management Link and continue.
- d. Please enter your Username or K number and the password is your DOB as MMDDYY after this you will see your information to log into Blackboard
- e. Username = is your uppercase k information, which is your user name to log into Blackboard.
- f. Password = is your date of birth entered as MMDDYY
- g. After logging in, you will see your Blackboard Learning. If you do not see any courses, or the wrong courses, then check your registration in the Blue and Gold Connection. Please contact the help desk if you do not see any of your courses
- h. Help Desk Hours: 8:00 am to 5:00 pm Monday through Saturday, phone: (210) 784-4357

6. Forms of Academic Dishonesty:

- a. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- b. 2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- c. Fabrication: use of invented information or falsified research.
- d. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (6th ed.).

7. Non-Academic Misconduct:

The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either:

- a. the instructor's ability to conduct the class
- b. the ability of other students to profit from the instructional program, or
- c. campus behavior that interferes with the rights of others will not be tolerated

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

8. Sexual Misconduct

Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

9. Special Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335.

10. Grading Requirements:

Course Grade	Course Average
A	90-100 plus no more than one absence
B	80 - 89 plus no more than one absence
C	75 - 79 plus no more than one absence
F	74 or below; or any average with more than two absences may incur in a failing grade
I*	Incomplete

* The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

11. Dropping this Course: Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.

12. Course Outline

Session /Date	Topics/ Presentations	Assignment Due	Assignment Details
Wednesday August 30 Class 1 <i>TExES</i> <i>D1, C3</i> <i>D2, C4</i>	Course Introduction/ Review syllabus <ul style="list-style-type: none"> In Class Activity: "The challenges we are currently facing in school finance" Discussion: "Political Environment and the Coleman Report" https://www.youtube.com/watch?v=QGU75DN_g Principal's Presentation: "Relationships" 	Log into Blackboard	Log into Blackboard View: Layers of Knowledge: Texas School Finance Introduction https://www.youtube.com/watch?v=jncAhk5KQ9E Read Texas School Finance Overview Reflective Writing Portfolio Assignment 1: Create a list of ten questions you have from the reading or ten things you would like to learn in this course. DUE SEPTEMBER 6 Key Assignment 1: Principal/Admin Interview DUE SEPTEMBER 13
Wednesday Sept 6 Class 2 <i>TExES</i>	The Foundation School Program <ul style="list-style-type: none"> In Class Activity: "State Power Point walk through of the funding formula" Discussion: 	Portfolio Assignment #1 is due (5 pts)	View: Layers of Knowledge Texas School Finance #1 https://www.youtube.com/watch?v=JREiugMM CZw Read: HB 21

<i>D2, C7</i>	<ul style="list-style-type: none"> • “Principal or CEO?” • Principal’s Presentation: “How do you create a budget?” 		
<p>Wednesday Sept 13</p> <p>Class 3 <i>TExES</i> <i>D2, C5</i></p>	<p>Guest Speaker “PEIMS: Dr. Patty Escobedo”</p> <ul style="list-style-type: none"> • Discussion: “How can we increase attendance?” • Principal’s Presentation: “Growth Mindset” 	<p>Key Assignment #1 is due (20 pts)</p>	<p>View Layers of Knowledge Texas School Finance #2 https://www.youtube.com/watch?v=t_Xkwmq0wNg</p> <p>Reflective Writing: Portfolio Assignment 2: What are your thoughts regarding school finance after reading HB 21 and the introductory assignments? DUE SEPTEMBER 20</p> <p>Key Assignment 2: Analyze your campus CIIP and how it is supported by the campus budget. DUE SEPTEMBER 27</p>
<p>Wednesday Sept 20</p> <p>Class 4</p> <p><i>TExES</i> <i>D1, C1</i> <i>D1, C3</i></p>	<p>The Legal Environment Select Case Studies</p> <ul style="list-style-type: none"> • In Class Activity: Review steps to brief a case • Principal’s Presentation: “Budget Decisions, Why or Why Not? What are necessary expenditures?” 	<p>Portfolio Assignment #2 is due (5 pts)</p>	<p>View Layers of Knowledge: Texas School Finance #3 https://www.youtube.com/watch?v=Kpb_66yoWeE</p> <p>Read Your Selected Case Study</p> <p>Work on Case Study Brief and Presentation</p>
<p>Wednesday Sept 27</p> <p>Class 5</p> <p><i>TExES</i> <i>D3, C8</i></p>	<p>Sources of Funds and Budgeting Theories</p> <ul style="list-style-type: none"> • In Class Activity: Account Codes and Funds • Principal’s Presentation: “Funds, and budget codes” “The challenges schools face” 	<p>Key Assignment #2 is due (20 pts)</p>	<p>View: Layers of Knowledge: Texas School Finance #4 https://www.youtube.com/watch?v=Y22k0tJan1U</p> <p>Work on Case Study Brief and Presentation</p>
<p>Wednesday October 4</p> <p>Class 6 <i>TExES</i> <i>D2, C6</i></p>	<p>Case Study Presentations</p> <ul style="list-style-type: none"> • In Class Activity: • Principal’s Presentation “Hiring and Interviewing” 	<p>Case Study Presentations (20 pts)</p>	<p>View: Layers of Knowledge: Texas School Finance #5 https://www.youtube.com/watch?v=e_6tS8l6DGk</p> <p>Work on Position Paper: Due October 18</p>

<p>Wednesday October 11</p> <p>Class 7 <i>TExES</i> <i>D1, C2</i></p>	<p>Case Study Presentations</p> <ul style="list-style-type: none"> • In Class Activity: • Principal's Presentation: "Best Practices regarding bookkeepers, bids and vendors, budget codes, shared decision making, and emergencies" 	<p>Case Study Presentations</p>	<p>Work on Position Paper: Due October 18</p>
<p>Wednesday October 18</p> <p>Class 8 <i>TExES</i> <i>D3, C8</i></p>	<p>Funding for the Future</p> <ul style="list-style-type: none"> • In Class Activity: • Principal's Presentation: "Words of Wisdom and What do you really want to know?" 	<p>Final Position Paper Due (30 pts)</p>	<p>Final Position Paper Due</p> <p>Final Grade Posted within 1 week</p>



TEXAS A&M UNIVERSITY-SAN ANTONIO

Instructor: Lawrence Scott, Ph.D.
 Adjunct Professor, College of Education
 Frank Madla Building 334
 Phone: (210) 683-2884 (Cell)
 Email: lawrence.scott@tamusa.edu

Fall 2017 EDAD 5315 SYLLABUS
 Admin of Various Special Program
 Monday 5:30 pm - 6:45 pm Madla 253
 Dates: Aug 28, 2017 - Dec 16, 2017
 Office hours: Monday-Tuesday: 2:30-5:30/By
 Appointment

Course Description

This course provides students with learning experience to help them expand their knowledge base with regard to the administration of various special programs offered in public schools including Special Education, 504, bilingual/ESL, GT, and a variety of campus based programs.

Instructional Objectives

As a result of activities, course readings, and experiences, students will be invited to:

- Investigate the needs of special student populations and programs and identify the best instructional practices for students in these programs
- Demonstrate increased knowledge and experience in the supervision of special programs
- Understand the ethics of social justice and equity in regard to special programs.

Student Learning Outcomes

As a result of successful participation in this class, students should be able to:

- Relate special program concepts to TExES competencies for the Principal Standards and Expectations
- Make informed decisions regarding school finance and supervision of staff in the management and administration of special programs
- Make informed decisions regarding the CIP and annual budget for special programming
- Lead collaborative groups toward shared decision making, community and parent involvement, and goal setting
- Understand the political and philosophical environment in which educational administration practices are carried out.
- Demonstrate mastery in graduate level written and oral communication, using APA style standards. American Psychological Association manual style will be emphasized in the completion of assignments.

This course focuses upon the following Principal 068 TExES Principal Standards:

Principal Standard I

Learner-Centered Values and Ethics of Leadership: A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

Principal Standard II

Learner-Centered Leadership and Campus Culture: A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Principal Standard III

Learner-Centered Human Resources Leadership and Management: A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

Principal Standard IV

Learner-Centered Communications and Community Relations: A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standards for Principal Certification (TAC RULE §241.15, August 2016)

(a) Principal standards required by educator preparation programs are adopted for this course (TEA §241.15). It is an expectation that students in this course develop the foundation for the professional preparation as a school principal through the following selected standards:

- (c) Leading Learning (1-11)
- (g) Ethics, Equity, and Diversity (1-10)

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
- (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(g) Ethics, Equity, and Diversity. The principal:

- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
- (4) models and promotes the continuous and appropriate development of all learners in the campus community;
- (5) ensures all students have access to effective educators and continuous learning opportunities;
- (6) promotes awareness and appreciation of diversity throughout the campus community;
- (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
- (8) articulates the importance of education in creating engaged citizens in a free democratic society;
- (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
- (10) treats all members of the community with respect and develops strong, positive relationships with them.

Principal Competencies (TExES) covered in this course:

- **Comp 001:** The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Comp. 002:** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- **Comp. 003:** The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
- **Comp. 004:** The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
- **Comp. 005:** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Required Readings:

- Theoharis, G. (2009). *The school leaders our children deserve*. Teachers College Press, Columbia
- Beyer, B. & Johnson, E. S. (2014). *Special programs & services in schools*. DEStech
- Various federal and state websites
- Assigned articles

Suggested Readings:

- Manual of the American Psychological Association, 6th Edition
- Scheurich, J. J., & Skrla, L. (2003). *Leadership for equity and excellence*. Corwin Press, California.

- Simon, R.A. & Newman, J. F. (2004). Making time to lead. Corwin Press, California.

Student Roles and Responsibilities

Throughout the course students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. Student performance will be evaluated by various written and/or oral assessments as well as class participation. Because this course is student-centered, students are expected to participate and contribute to class discussions. Students are expected to read all assigned readings, prepare oral presentations, and complete assignments. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Final grades will be assigned according to the A-F format. Assignments will be evaluated using the following criteria:

1. Written assignments should:
 - a. Posted on Blackboard before or by the due date
 - b. Be completed on time
 - c. Be free of grammatical errors
 - d. Be well organized and written
 - e. Reflect all aspects of the assignment
 - f. Be typed, double-spaced, using 12 point Times New Roman fonts; unless otherwise indicated by the instructor.
 - g. Follow the guidelines indicated by the Publication Manual of the American Psychological Association (6th edition).
 - h. **Include a Statement of Authorship: The following statement must be completed and submitted with each paper submitted for grading, unless otherwise indicated by the instructor.** You can copy and paste the statement into your paper. This statement must be signed by the student and should appear at the bottom of the title cover page:

I certify that I am the author of this paper titled _____ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any other class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

Student's Signature

Date

2. Attendance, Late Assignments, and Make-Up Work
 - a. This graduate level course relies heavily on student participation and contributions. Online and face-to-face participation is considered. Class attendance is expected throughout the course, and it is the student's professional responsibility to be part of discussions. In a face-to-face class, absence from class means that the student did not participate in a given discussion in class. **Each student is allowed one excused absence. After this, each absence will result in a deduction of 2 points from the course participation grade. Two tardies (15 minutes or more), or leaving class early twice equals one absence.**
 - b. All assignments are due by midnight the night of class.
 - i. **Late discussions/participation activities will receive a .25 point deduction for every day late passed the due date.**

- ii. **Late assignments** will receive a 1 point deduction for every day late passed the due date.
 - iii. **Non-participation** will result in a 1 point reduction for each activity and/or class missed.
 - c. **Prior arrangements** must be made with the professor for late assignments. If you are absent from a class session, it is still your responsibility to submit assignments on the dates that they are due or earlier.
 - 3. **Class participation** should be active and relevant to the topic of discussion, which includes:
 - a. Attending and being prepared to class by reading the assigned chapters each week
 - b. Asking insightful questions and be respectful to others in online discussions
 - c. Remaining focused on the topic
 - d. Being respectful to other peoples' ideas
 - e. Actively listening to comments and building on others' ideas
 - f. Challenging ideas in a constructive and professional manner
 - g. Providing leadership in group work
 - h. Accepting responsibility for completing make-up work
 - i. Completing assignments and being prepared for class discussions and activities
 - 4. **Group presentations** should:
 - a. Be well organized
 - b. Be clearly and creatively presented
 - c. Reflect all aspects of the assignment
 - d. Reflect a compelling argument, based on both **research** and **practice**. The group should be able to engage the audience, invite for participation and be open to feedback and constructive criticism from colleagues.
 - 5. **Blackboard Hybrid Activities.** All students enrolled in this course will have access to relevant course information and materials through Blackboard. Online discussions will begin following the second class to allow time for all students to successfully log in to Blackboard. It is very important you participate in every online discussion. Failure to do so will impact the participation grade. Each week, students are expected to answer the initial open-ended discussion and respond to at least two of the comments/observation made by another student in the course. It should be noted that students are not limited to one response. The mandatory response is simply designed to encourage online discussion and the formation of an online community of learners.
- It is the student's responsibility to access this system weekly. It is important to consider that what is posted on Blackboard or internet is public. The instructor reserves the discretion to add or delete from the content as necessary, acting within the policies and procedures of the University. Online discussions should be:
- a. Relevant to the topic of discussion in class
 - b. Reflective of class experiences and future topics of interest
 - c. Uses language that is respectful of other colleagues' opinions
 - d. Mindful of the academic and graduate program expectations for writing (avoiding text messaging language)

How to log into Blackboard:

- a. Go to <http://tamusa.blackboard.com>
- b. On the Computing and Information Services page click on the link entitled, "Email".
- c. On the Email Connection Link please click on the Account Management Link and continue.
- d. Please enter your Username or K number and the password is your DOB as MMDDYY after this you will see your information to log into Blackboard
- e. Username = is your upper case k information, which is your user name to log into Blackboard.

- f. Password = is your date of birth entered as MMDDYY
 - g. After logging in, you will see your Blackboard Learning. If you do not see any courses, or the wrong courses, then check your registration in the Blue and Gold Connection. Please contact the help desk if you do not see any of your courses
 - h. Help Desk Hours: 8:00 am to 5:00 pm Monday through Saturday, phone: (210) 784-4357
6. Forms of Academic Dishonesty:
- a. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
 - b. 2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
 - c. Fabrication: use of invented information or falsified research.
 - d. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (6th ed.).
7. Non-Academic Misconduct:
- The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either:
- a. the instructor's ability to conduct the class
 - b. the ability of other students to profit from the instructional program, or
 - c. campus behavior that interferes with the rights of others will not be tolerated
- An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.
8. Sexual Misconduct
- Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.
9. Special Accommodations
- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335.

The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Madla Building, Suite 336. To contact the Center, please call 210-784-1352 or email at Student.Success@tamusa.edu

Grading Criteria

Assignments	Possible Points
Assignments (5@5 points each) Each student must complete a total of 5 activities. These activities are posted to course content on Blackboard. Each activity includes items that demonstrate the student's progress in the development of leadership and administrative practice through reflections, content knowledge, and skills. Due dates for assignments can be found in the tentative schedule. These activities should be posted to Blackboard by the due date.	25
Online Discussions/Dialogue Throughout the semester, students are expected to answer open-ended discussion questions and then respond separately to at least two postings made by other students in the course. All students are expected to participate in online discussions. These are graded in Blackboard. There will be 5 discussion questions during the semester	20
Final Project Students will develop a solution to a Special Programs issue on a campus. The role of principal will be assumed. Each student will complete a written paper defining the issue and possible ways to address the issue. This paper will be at least 7-10 pages in length and follow APA format.	30
Project Presentation Students will present the result of their case study. This presentation will be limited to 30 minutes. The presentation format should include the components of the rubric. Presentations will be graded on demonstrated research and leadership knowledge, solutions and problem solving, and rationale.	10
Participation (clause 2) and attendance (clause 4) There will be several online activities that need to be completed prior to class in order to participate in the class discussions. These will be assigned at the end of each class period. All students are expected to participate in face-to-face discussions, as well as Book Chapter Presentations . Attendance in class is necessary to receive each online activity. Absences result in a 2 point deduction from this score for each absence.	15
TOTAL	100

10. Grading Requirements:

Course Grade	Course Average
A	90-100
B	80-89
C	75-80
F	74 or below; or any average with more than three absences may incur in a failing grade – a passing grade will ONLY be given if ALL assignments have been completed
I*	Incomplete

* The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

11. **Dropping this Course:** Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.

Face-to-Face Sessions	Tentative Course Schedule Agenda	Assignments are due every *Sunday (online dialogue) and *Tuesday (assignments)
<u>8/28/17</u>	Introduction <ul style="list-style-type: none"> Overview of syllabus Review of Assignments 	Log into Blackboard Log into the Library
<u>9/11/17</u>	Writing 101 <ul style="list-style-type: none"> Writing in APA Using the APA manual Common APA errors The Writing Center 	Beyer & Johnson Chapter 1 Discussion question #1 Chapt. Presenters: _____
<u>9/11/17</u>	Let's Get Started <ul style="list-style-type: none"> Introductions Who are you as a leader? The Leader Every Child Deserves 	Beyer & Johnson Chapter 2 Complete APA assessment from the library - Participation grade #1 (G.7) Chapt. Presenters: _____
<u>9/18/17</u>	Social Justice Leadership <ul style="list-style-type: none"> Definition Tenets How? 	Theoharis Chapter 1 Discussion question #2 Assignment #1 Due - Autobiography (E.1) Chapt. Presenters: _____
<u>9/25/17</u>	Special Programs <ul style="list-style-type: none"> Government Programs Social Justice Leadership 	Participation Activity #2 - (G.1.2.4) TAC/TEC (G.7) Theoharis Chapter 2 Chapt. Presenters: _____
<u>10/2/17</u>	Special Education <ul style="list-style-type: none"> Texas Special Education Texas Administrative Code 	Beyer & Johnson Chapter 3 Theoharis Chapter 3 Participation Activity #3 - TEA Special Education and Texas Administrative Code - Chapter 89, subchapter AA (G.7) Assignment #2 Due - Interview (C.2.3.9.10) Chapt. Presenters: _____
<u>10/9/17</u>	Special Education <ul style="list-style-type: none"> Council for Exceptional Children Supervising Special Education - the principal's perspective 	Theoharis Chapter 4 Participation Activity #4 - Council for Exceptional Children (G.7) Chapt. Presenters: _____
<u>10/16/17</u>	Gifted and Talented Education <ul style="list-style-type: none"> Gifted Education Texas Administrative Code 	Theoharis Chapter 5 Beyer & Johnson Chapter 4 Participation Activity #5 - TEA (G.7)Chapter 89, subchapter A Chapt. Presenters: _____
<u>10/23/17</u>	Gifted and Talented Education <ul style="list-style-type: none"> Texas Gifted and Talented Education Supervising GT - from the principals perspective 	Theoharis Chapter 6 Discussion Question #3 Participation Activity # 6 - GT programming at (G.7) Chapt. Presenters: _____

Face-to-Face Sessions	Tentative Course Schedule Agenda	Assignments are due every *Sunday (online dialogue) and *Tuesday (assignments)
10/30/17	Bilingual Education <ul style="list-style-type: none"> • Texas Education Code • Texas Administrative Code 	Beyer & Johnson Chapter 5 Theoharis Chapter 7 Participation Activity #7 - Texas Ed. Code, Chapter 29: Educational Programs and TEA Admin. Code, Chapter 89 subchapter BB (C.2.3.9.10) Assignment #3 due -position paper Chapt. Presenters:_____
11/6/17	Bilingual Education <ul style="list-style-type: none"> • Texas- Bilingual Education • Supervising Bilingual - the principal's perspective 	Beyer & Johnson Chapter 6 Theoharis Chapter 8 Discussion question #4 - Participation Activity #8 - bilingual education websites Chapt. Presenters_____
11/13/17	Supervision of Special Programs <ul style="list-style-type: none"> • Staff Evaluation/Supervision • Program Decisions 	Beyer & Johnson Chapter 7 Theoharis Chapter 9 Discussion question #5 Chapt. Presenters:_____
11/20/17	Professional Development <ul style="list-style-type: none"> • What to train • How to train • Resources 	Beyer & Johnson Chapter 8, 9 Theoharis Chapter 10 Assignment #4 Due - program obs. (E.1) Chapt. Presenters:_____
11/27/17 Choose presentation date	Collective Learning	Beyer & Johnson Chapter 10 Written Portion of Final Project due for everyone Group Presentations
12/4/17 Bring your presentation	Collective Learning	Group Presentations
12/11/17 Bring your presentation	Final Reflections	Assignment #5 Due - reflection (E.1)

Student Participation Agreement

Please read this carefully. To be an engaged member of this learning experience, you must meet the expectations listed below. If you are unwilling and/or cannot meet any of the following terms, you must drop this course. After you have read this agreement, sign, date and turn in.

1. Due to the nature of this course it is imperative that you participate in all class activities and online discussions (Blackboard). The quality of your participation (e.g., observations you make, questions you ask, resources you provide, experiences that you share) will determine the quality of this class experience.
2. Assignments require that you deliver your work on time by posting your work online. At times your upload will be shared so that other students can review and learn from your thinking. You must post your assignments by the due date. Late postings are not accepted unless you have made arrangements with Dr. Scott prior to the start of the assignment. If there is work that you do not want others to see, with the exception of the instructor, you must make arrangements for this prior to the start of the assignment.
3. Assignments may require you to work in groups. You are responsible for full participation in your team effort. If, for any reason, you cannot meet your team responsibilities, you are expected to contact the instructor at the start of the assignment.
4. Class participation is an important part of this course. As a courtesy to the classmates and instructor, students are required to be respectful to people's ideas, comments, and concerns. In addition, respect toward the professor and respect in regards to the confidentiality of issues discussed in class is of utmost importance. Information related to schools in the area might be shared and must remain confidential. Sharing information is for the purpose of professional growth only, and is not meant to serve as a forum for intentional criticism.
5. To remain updated on course events, you should check the course web-page regularly for assignment reminders, announcements, and other important and timely announcements. As an adult learner, you are expected to take responsibility for your learning. Staying in touch with your team members, sharing your learning with classmates, and communicating regularly with the instructor is a large part of this learning experience. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.
6. Please know that it is not the instructor's responsibility to teach you how to use hardware and/or software. There are tutorials set up for you, and/or you may need to locate guidance from your local resources.
7. You must have a Jaguar email in order to participate in this course. If you prefer to receive emails through your local server, you must set up your computer to forward your emails. It is not the responsibility of the instructor to do this for you or to make sure that you are accessing the information/announcements being sent to your email accounts.

Print Name: _____ Course enrolled: _____

Student Signature: _____ Date: _____

Assignment #1 Autobiography

To develop into an effective leader, one must continue to question how to implement and apply what is learned to new situations and events. As a student moves through the courses of a Master's program he/she should question how the particular class will impact his/her future as an effective school leader.

Write a brief autobiography introducing yourself to the class. This should include your name, profession, expectations from the course, familiarity with the course outline, and your career goals. Please include the following in this two page APA format paper:

- Do you have prior work experience in an educational leadership role?
- Did you ever face any situations that demanded knowledge of a special program? Please explain.
- How do you think this course will help you achieve your career goals?

Post your assignment into Blackboard according to the deadline indicated in the tentative agenda.

Grading Criteria

Thoughtful consideration for application to future career	2
Evidence of all required aspects in the paragraphs	2
References and APA standards followed	1
Total Possible Points Earned	5

Assignment #2 Interview

There are people in your school district who are directly responsible for the implementation of special programs for the district. These folks are responsible for ensuring the laws, rules, and regulations are followed, programming is effective, and personnel are trained.

Interview a director of one of the special programs we are studying in this course. Prepare a questionnaire of approximately 10 questions to ask this person. It is appropriate to provide the questions to the interviewee prior to the interview in order to allow that person to collect thoughts and information. Suggested things to ask about would include:

- Description of the special program
- Person's role in the implementation/supervision of that program
- Direct responsibilities of this person
- Finances involved in the program
- Personnel involved in the program
- Oversight of the program at the district level
- Professional development provided for those who implement the program
- The role of the principal for the supervision of this programming
- Training for the principals who oversee these programs

I am sure you can think of several more interesting topics to discuss.

In order to receive full credit this paper should include:

- A summary of the interview responses
- A detailed description of the interviewees role with the program
- A description of the principal's role in this program
- What was learned about supervision of staff and supervision of special programs from this interview? - **this is the reflective portion of the paper and carries the most weight**
- Questions and responses from the person interviewed as an addendum to your paper
- APA format with appropriate references

Grading Rubric

Thorough evaluation of all required sections	1
Thorough reflection on the supervision of special programs	2
Inclusion of interview questions and responses	1
APA format	1
Total Possible Points Earned	5

Assignment #3 Position Paper

We have discussed mandated programs and leading for social justice at the same time. It is time to take a position on special programs. Based on what we have talked about and your current perceptions regarding special programming at your school and/or school district, present your position.

Some things to consider:

- Does social justice leadership “fit” with special programs? Why/why not?
- How does or can a school leader maintain the integrity of leading for social justice while following rules and regulations?
- What needs to be considered when supervising special programs?
- Where does the CIP fit in to special programming?
- What about inclusion?
- What about the fear of inclusion or the inexperience of general education teachers?

Present your educated opinion in a 5-7 page APA formatted paper with at least 5 references.

Please be sure to include factual sources for your position. Factual sources include research journals, federal Department of Education or state Department of Education publications and/or websites, district personnel in charge of these areas in your school district, books published on these subjects, and/or court rulings regarding these issues. This paper requires at least 5 factual sources to be utilized and appropriately cited.

In addition, be sure to support your position with examples from your own school or office situation.

In order to receive full credit for this paper it must:

- State your position clearly
- Your position must be supported by factual sources
- Your position must be supported by examples
- Your paper must be in APA format and cited correctly
- Your paper must contain a title page and a reference page

Grading Criteria

Position is clearly stated	2
Evidence of factual sources and examples	2
APA format , title page, and reference page	1
Total Possible Points Earned	5

Assignment #4 Program Observation

Pick a program on your campus or at a convenient school. Spend one hour observing the program in progress. Write a summary report to include:

1. A description of the activities
2. Perception of staff – from the view of a principal what do you see, is it effective?
3. Perception of instructional practices – from the view of a principal, is it effective?
4. Compare/contrast observed program with district and/or campus goals – please address specific goals from your district's or school's CIP.
5. Evidence of inclusion?
6. Implications for Practice – this is the reflective portion of your paper and should indicate you understand the leadership implications for you as a principal

Remember to write your summary in APA format and cite as appropriate. Don't forget to send a thank-you note after your observation to both the teacher and the principal.

Grading Criteria

Evidence of all required sections	1
Evaluation of programing/comparison to goals	2
Reflections on leadership are evident	2
Total Possible Points Earned	5

Final Project: Case Study

You are going to receive a case study that describes a situation involving a special program on your campus. In the role of principal, identify the areas and courses of action you will take to address the issues of your case.

You will have to present your ideas and solutions to the School Board and superintendent.

This assignment has two parts.

Part 1: Write up your plan of action to address the issue in a 7-10 page paper. This part of your project requires the use of factual sources. Please use at least 5 references to support your decisions. In addition, you should include a reflection to indicate how working on this case will impact your practice as a principal. Full APA is expected - title page, citations, and a reference page are required. Please refer to assignment #3 for a description of factual sources.

Part 2: Present your plan to the School Board. Prepare a visual presentation to address the issues from your case and your plan to address the issue. You should present this case as if you are the principal. This presentation should include your factual sources to support your decisions. You are not required to include the reflection component in your presentation. This part of your project should last approximately 25-30 minutes and include both a verbal and visual presentation.

Grading Rubric

Cover page with signed Statement of Authorship	1
Purpose of the project	4
Use of factual sources/literature	4
Well-developed analysis of the issue	5
Logical solutions	5
Understanding of the overarching leadership issues	5
Implications for Practice	3
References with APA standards	3
Oral Presentation	10
Total Possible Points Earned	40

Assignment #5 Evaluating your Learning

Provide comments for the quality of this course and your learning, especially knowing that other professionals benefit from your advice. This diagnostic assignment is valued at 5 points. Answer these questions:

1. In what ways you were encouraged to critically think about Special Programs and the supervision of them in schools/districts?
2. What activities helped you get more involved in participating in this course's learning process?
3. Did the instructor provide a learner-centered environment and were you respected for your thoughts, insights, and opinions?
4. What were the strengths and weaknesses in this course in regard to preparing you for supervising special programs?
5. What would be your advice to others in taking this course toward certification?



TEXAS A&M UNIVERSITY-SAN ANTONIO

Instructor: Lawrence Scott, Ph.D.
Assistant Professor, College of Education
Phone: 210-683-2884

Spring 2017 EDAD 5345
Principal Internship
Email: Lawrence.scott@tamusa.edu
Office hours: by appointment

Course Description

This course is designed to develop in school administrators the skills and competencies needed to provide leadership and direction necessary to carry out a school system's purposes, programs, policies, procedures, regulations, and agreements as they relate to the operation of the school. (K-12)

Instructional Objectives

The purpose of the internship is to bridge the gap between theory and practice and students' academic and experiential learning. Through **160 hours** of field-based experiences based on TExES standards, the student has the opportunity to work with and to learn from administrators in the schools. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards, these three individuals work together to meet candidate and program needs.

Student Learning Outcomes

Students will develop and extend knowledge of:

- The responsibilities and duties of a school principal in the areas of shared vision which leads to mission statements and strategic planning where the focus is on teaching and learning..
- The skill, abilities, and ethics necessary to function as proactive problem-solvers and leaders.
- The tools required for maximizing student performance and academic achievement for all students.
- The need for effective communication within the school and the broader community.
- The appropriate use of leadership and management theories.
- The strategies which might be used in facilitating and fostering a sense of community and collaboration within the school for all personnel, parents, and students.
- The need for understanding, sensitivity, and acceptance in dealing effectively with diverse populations and their particular issues.

COURSE STANDARDS:

The course meets the requirements of the Texas Examinations of Educator Standards Program as stated in the TExES Preparation Manual:

Principal Standard I

Learner-Centered Values and Ethics of Leadership: A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

Principal Standard II

Learner –Centered Values and Ethics of Leadership: A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Principal Standard III

Learner-Centered Human Resources Leadership and Management: A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

Principal Standard IV

Learner –Centered Communications and Community Relations: A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Principal Standard V

Learner-Centered Organizational Leadership and Management: A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Principal Standard VI

Learner-Centered Curriculum Planning and Development: A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

Principal Standard VII

Learner-Centered Instructional Leadership and Management: A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.

This course also meets the competency-based requirements established by the TExES Preparation Manual – Principal, for all three domains:

Domain I – Leadership of the Educational Community

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and

legal manner.

Domain II – Instructional Leadership

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 007: The principal knows how to apply organizational decision making and problem solving skills to ensure an effective learning environment.

Domain III – Administrative Leadership

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Standards for Principal Certification (TAC RULE §241.15, August 2016)

(a) Principal standards required by educator preparation programs are adopted for this course (TEA §241.15). It is an expectation that students in this course develop the foundation for the professional preparation as a school principal through the following selected standards:

- (b) School culture (1-13)
- (c) Leading Learning (1-11)
- (d) Human Capital (1-10)
- (e) Executive Leadership (1-11)
- (f) Strategic Operations (1-11)
- (g) Ethics, Equity, and Diversity (1-10)

School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;

- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
- (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including

- the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
 - (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
 - (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
 - (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
 - (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
 - (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
 - (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
 - (10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
- (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
- (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
- (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
- (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
- (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
- (11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

- (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
- (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school

priorities and goals, and works to access additional resources as needed to support learning;

- (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;
- (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
- (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
- (4) models and promotes the continuous and appropriate development of all learners in the campus community;
- (5) ensures all students have access to effective educators and continuous learning opportunities;
- (6) promotes awareness and appreciation of diversity throughout the campus community;
- (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
- (8) articulates the importance of education in creating engaged citizens in a free democratic society;
- (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
- (10) treats all members of the community with respect and develops strong, positive relationships with them.

Suggested Readings:

Scheurich, J. J. & Skrla, L. (2003). Leadership for equity and excellence. Corwin Press, California.

Theoharis, G. (2009). The school leaders our children deserve. Teachers College Press, Columbia

Course Requirements:

- Meeting with the university supervisor/advisor to ensure success prior to the initial internship placement. This will be held in Madla 224 on January 4 5:30-7:00 p.m. or January 7 9:30 a.m.-11:00 a.m.

- Three campus observations during the semester:
 - 1st – Site meeting with professor and site supervisor for the purpose of collaborating on meaningful performance activities – scheduled by the intern at the convenience of both professor and site supervisor – must be completed with first month of internship. This meeting is approximately 45 minutes in length.
 - 2nd – An administrative activity performed by the intern and observed by the university supervisor who offers verbal and written feedback. This meeting is approximately 45 minutes in length.
 - 3rd – A final meeting with the intern, university professor, and site supervisor held for the purpose of evaluating the internship experience. This meeting occurs at the end of the semester and is coordinated by the intern at the convenience of both supervisors. Be aware that this meeting requires the university supervisor to first meet with the site supervisor and then the intern is brought in for feedback by both supervisors. This meeting is a minimum of 45 minutes.
- Students will be expected to provide documentation of performance activities in an online portfolio. Submissions must contain proper supportive documents as well as the completed Performance Activity Report Form explaining the contribution and involvement required to perform the specific duty, task, or activity. *The activities should be ones which go beyond what a teacher might regularly be expected to do.* The required performance activities provide a variety of substantial in-school/district experiences in diverse settings planned cooperatively and supervised by university and school district personnel.

The intent of the required assignments and the performance activities is to allow students opportunities to become involved in the area of school administration and leadership; therefore, additional responsibility, time and commitment, on the part of the student interns, will be necessary. Success of the field-based component will be determined by the quality of the various activities, the appropriate supportive documents provided in the Online Portfolio, and evaluations of the candidate's performance. **The final grade and determination of successful completion of the internship will be made by the university professor.**

Students are strongly encouraged NOT to take the Internship with other courses. This class requires a minimum of 160 hours of outside work. Incompletes will not be given unless requirements on page 6 of this syllabus are met. All work must be submitted on time in order to receive full credit.

Adherence to the Following Guidelines for Compliance with the State Board for Educator Certification/Texas Education Association:

1. The Internship Supervisor will guide the candidate throughout the internship by meeting with the intern to ensure success prior to the initial internship placement. This orientation meeting will be mandatory for all interns. **(This required meeting will be held in the TAMUSA Madla Building Room 224 on January 4th or 7th.)**
2. The Internship Supervisor will meet again with the intern within the first month of the internship. This will be a 45-minute observation and information session with the intern and the site supervisor.
3. The Internship Supervisor will observe the intern on-site for a 45-minute observation

during the semester. This observation will be documented following the state prescribed standards for Principals in alignment with the Texas Administrative Code and the TExES examination. Feedback will be provided in writing and face to face. **(Observations will take place on- site of intern by university supervisor to include specific and meaningful feedback in writing and verbally.)**

4. The Internship Supervisor will meet with the intern's supervisor a minimum of once per semester to ensure the intern's success and provide the opportunity to address any potential areas of growth. This will be a 45 minute visit to the campus. During this meeting, the intern will be provided with a written form documenting the strengths and areas of continuing development as identified both by the Internship Supervisor and the campus/district supervisor. **(Required on-site meeting must include principal or intern school-level supervisor, intern, and university professor.)**

5. In the event that a candidate struggles during the internship, support will be provided in the form of additional site-visits (as needed) and additional individual advising (as needed). Ultimately, if it is determined that the candidate cannot be successful in their current placement, the intern will be removed from their current assignment and placed in a different internship location to provide maximum opportunity for student success.

Program Policies and Standards:

How to log into Blackboard:

- a. Go to <http://tamusa.blackboard.com>
- b. On the Computing and Information Services page click on the link entitled, "Email".
- c. On the Email Connection Link please click on the Account Management Link and continue.
- d. Please enter your Username or K number and the password is your DOB as MMDDYY after this you will see your information to log into Blackboard
- e. Username = is your upper case k information, which is your user name to log into Blackboard.
- f. Password = is your date of birth entered as MMDDYY
- g. After logging in, you will see your Blackboard Learning. If you do not see any courses, or the wrong courses, then check your registration in the Blue and Gold Connection. Please contact the help desk if you do not see any of your courses
- h. Help Desk Hours: 8:00 am to 5:00 pm Monday through Saturday, phone: (210) 784-4357

Forms of Academic Dishonesty:

- a. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- b. 2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- c. Fabrication: use of invented information or falsified research.
- d. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must

acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (6th ed.).

Non-Academic Misconduct:

The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either:

- a. the instructor's ability to conduct the class
- b. the ability of other students to profit from the instructional program, or
- c. campus behavior that interferes with the rights of others will not be tolerated

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Special Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335.

Incomplete

* The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and the student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating the request for an "I" are to occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping this Course:

Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.

Grading for this Internship

- Submissions more than 1 week late will result in 0 points for that submission, however it still must be uploaded into your portfolio to receive a passing grade for the course.
- Submissions less than 1 week late will result in a point deduction for each late assignment from the point total in that segment of the course.

- If there are missing assignments by the end of the course, the grade for the course will be an “F.” All missing assignments must be uploaded into Blackboard by December 10 – there are no exceptions.
- **There are no exceptions to the 160 hour requirement – this is according to TEA and cannot be altered for any reason.**
- Proofread carefully. It is the expectation that all assignments are written at a professional graduate level using correct English grammar and syntax, organized thought and higher level thinking skills.
- Keep a copy of all assignments until the course is completed and final grades are recorded.

Assignments	Possible Points
Required Forms Site Administrator Permission Form – this form must be signed by both the intern and the site supervisor and must be uploaded into blackboard before first campus observation from professor. (2 pts.) January 21, 2017 Internship Plan – this form must be signed by both the intern and the site supervisor and uploaded into blackboard by the end of the third week of internship. (2 pts.) January 28, 2017 Emotionally Intelligent Leadership Activities – these activities are to be completed in the first week of your internship and uploaded into Blackboard. The article and worksheets are provided at the first meeting on January 14. (1 pt. each)	6
Weekly Journal Reflections – A minimum of 14 weekly journal reflections must be completed by the end of the semester. 1 reflection should be uploaded into your portfolio each week. (2 pts each)	28
Performance Activities – 27 documentation forms of performance activities must be completed by the end of the semester. These activities must cover ALL of the competencies – with 3 activities completed per competency. Each form must be uploaded into your portfolio, 3 activities per week. Please remember to reflect thoroughly on these activities by noting your role in each activity and how the activity connects to the competency. (2 pts. each)	54
Completion of all 3 Observations – these are described on page 3 of this syllabus (4pts each)	12
Completion of 160 or more hours of Internship – this is an all or nothing component of the internship – you must complete 160 or more hours to pass this course. Hours from your weekly logs should be tallied on the form provided and uploaded into Blackboard by the end of the semester.	
TOTAL	100

Grading Requirements:

Course Grade	Course Average
A	90-100
B	80-89
C	75-80
F	74 or below – a passing grade will ONLY be given if ALL assignments have been completed

[Type text]

I*	Incomplete
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[Type text]

Course Calendar

Date	Assignments Due
1/14/17	Weekly Log #1 Due Emotionally Intelligent Activities Due
1/21/17	Signed Site Administrator Permission Form (signed, in Blackboard) Weekly Log #2 Due
1/28/17	Signed Internship Plan (signed, in Blackboard) Weekly Log #3 Due
2/4/17	Weekly Log #4 Due
2/11/17	Weekly Log #5 Due First Campus Visit completed by 2/7/17
2/18/17	Documentation of Performance Activities #1-3 Weekly Log #6 Due
2/25/17	Documentation of Performance Activities #4-6 Weekly Log #7 Due
3/4/17	Documentation of Performance Activities #7-9 Weekly Log #8 Due
3/11/17	Documentation of Performance Activities #10-12 Weekly Log #9 Due
3/25/17	Documentation of Performance Activities #13-15 Campus Observation by Professor must be completed Weekly Log #10 Due
4/1/17	Documentation of Performance Activities #16-18 Weekly Log #11 Due
4/8/17	Documentation of Performance Activities #19-21 Weekly Log #12 Due
4/15/17	Documentation of Performance Activities #22-24 Evaluation by Campus Supervisor (must be signed and uploaded into Blackboard) Weekly Log #13 Due
4/22/17	Documentation of Performance Activities #25-27 Weekly Log #14 Due Final Total Hours Form Due (signed by site supervisor)
4/29/17	Everything must be in Blackboard

[Type text]

**Texas A&M University-San Antonio
Educational Administration
Site Supervisor Permission Form**

_____ has enrolled this semester in EDAD 5345 Internship in School Administration. The department requests the intern actively participate in a minimum of 160 hours to gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. These hours can be arranged at the convenience of the public school cooperating administrator and the intern.

The quality of the internship is related to support provided by the campus site administrator and university professor. The following are suggestions for you, the cooperative administrator, based on prior successful internships.

- Be willing to make the internship a valuable experience for the aspiring administrator.
- Explain to the faculty the role and responsibilities of the intern.
- Allow the aspiring administrator a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
- Many aspiring administrators have benefited from the opportunity to work in the office substituting in the absence of the principal or assistant principal. Many have allowed the student to use professional business days.
- Be honest with your feedback. Constructive feedback will help the aspiring administrator address areas of growth.
- Allow the intern to participate in parent conferences and teacher evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.
- When assigning projects, assist the aspiring administrator with planning the outcomes, deadlines, and needed resources.
- Share professional reading and important news items with the aspiring administrator. While the aspiring administrator is available to assist you with a variety of tasks, please try to vary the assignment so that the intern gets diverse experience.

I, the undersigned cooperative administrator, do hereby accept the above-named intern. I understand my responsibilities and agree to meet with him/her periodically to assess and guide the internship activities.

Signature of Cooperating Administrator/Position

School/Phone Number/Email address

Thank you for your support of the administrative intern and your willingness to be a role model for future administrators. Your intern will arrange a meeting for us at the end of the semester to complete the evaluation.

[Type text]

**Texas A&M University-San Antonio
Educational Administration
Internship Plan**

This is a planning document for the intern to use to address each competency a minimum of 3 times over the course of the semester. Each TExES Domain and Competency has a selection of activities that demonstrate learning has occurred in support of that standard. There are others you can determine with your site supervisor as well. Your site supervisor's signature indicates approval and support of the Internship Plan.

	Activity 1	Activity 2	Activity 3
TExES Competency 1			
TExES Competency 2			
TExES Competency 3			
TExES Competency 4			
TExES Competency 5			
TExES Competency 6			
TExES Competency 7			
TExES Competency 8			
TExES Competency 9			

Supervising Administrator's Statement

I have discussed the above activities with the intern and agree to provide support in the completion of these activities.

Intern Signature and Date

Site Supervisor Signature and Date

[Type text]

**Texas A&M University-San Antonio
Educational Administration
Documentation of Performance
Activities**

TExES Domain and Competency _____

Description of activity:

Number of hours for activity _____

Date/Time/Location _____

Summary including a description of your actions:

Reflections including what you demonstrated or learned:

Linkage to TExES Competency:

[Type text]

Example - Documentation of Performance Activities

TExES Domain and Competency Domain I Competency 2

Description of activity: Supervision of the Academic UIL competition

Number of hours for activity 3.5 hours

Date/Time/Location April 28, 2016 / Administrative offices, campus library/classrooms

Summary including a description of your actions:

By supervising the Academic UIL competition, I organized testing rooms and administrators, coordinated the competition schedule, managed the scoring room and helped oversee the student holding area in between testing times. I planned and marketed the awards ceremony to parents, district coordinators and other guests and entertained visiting principals and teachers from visiting campuses interested in beginning their own UIL team.

Reflections including what you demonstrated or learned:

Since this event was one I organized and supervised, I realize how planned you can feel on paper and how many details you may miss once you put the plan into action. I am fortunate enough to have the ability to reflect after the event and make revisions for improvement to the program for next season. I will also ask for input from my coaches to give me multiple perspectives when reviewing for next year. This is one of the most exhausting projects I worked on this year but also one of the most rewarding because I provided students with another opportunity to be successful.

Linkage to TExES Competency:

Supervision of a school-wide event enabled me to communicate and collaborate with other staff members to mobilize resources and provide for opportunities to promote student success. It allowed me to learn the work and hours of planning it takes to supervise an event that supports our school vision and creates relationships with our parents and the surrounding community.

[Type text]

Required – Emotionally Intelligent Leadership Activities

The following activities are drawn from:

Nelson, D., & Low, G. (2011). *Emotional Intelligence*. Boston, MA: Prentice Hall.

1. ACTIVE LISTENING

Read pages 74-79. Complete the exercise on pages 77-79. *The objective of this activity is to improve active listening behaviors.*

Copy the completed exercise including your answers, and upload into Blackboard

2. TIME MANAGEMENT

This is a 2 part assignment:

- (1) Read pages 117-119; AND pages 131- 133. Complete the exercise beginning with Step E on page 117 AND including the GOAL CHECKLIST on page 118 and reflection on page 119. *The objective of this activity is gaining an awareness of prioritizing your personal goals to increase control and balance in your life.*
- (2) Complete ACTIVITY 5.6 on pages 131-133. *The objective of this activity is to gain personal clarity about managing your time.*

Copy the completed exercises including your answers, and upload into Blackboard

Note: These activities were selected on the basis of research conducted by Dr. Kearney, Dr. Kelsey, and Dr. Sinkfield which revealed that interns who engaged in these 2 activities experienced significantly higher growth in their self-perception of emotionally intelligent leadership skills as compared with their peers who were not asked to complete these activities.

Kearney, W.S., Kelsey, C., & Sinkfield, C. (2014). Can emotionally intelligent leadership skills be taught to aspiring school leaders? *Journal of Planning and Changing*, 45 (1&2), 31-47.

[Type text]

**Texas A&M University-San Antonio
Educational Administration
Weekly Activity Log**

Name: _____

Date	Time	Hrs.	TE x ES Competency #	Activity
Total Hours				
Weekly Reflection: Interaction/learnings from the onsite supervisor 				

[Type text]

Performance Activities

The required performance activities are germane to specific Principal TExES standards and should guide the educational administration candidate during the internship. Select 3 from each to complete your Internship Plan. Include supporting artifacts (i.e. meeting agendas, notes, forms, email, reports) that serve as evidence of the activities.

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Prepare a plan to market your campus to the community
- Participate in the development of a campus vision. What was your role in this process?
- Discuss with your site supervisor the district policy issues that raise the most troublesome issues for him/her. Who do they call for advice or help with such issues? How would you have handled the issue(s)?
- Study the statement of goals and objectives adopted by your school. Select one objective and identify the actions being taken by the school to reach that objective and assess the potential success of those actions
- Chair a committee
- Conduct a staff development activity aligned with the school's mission
- Create a process for recognizing faculty and students
- Design and execute a project at your school site where you assume the role of change agent
- Develop or revise rules, requirements and policies
- Assist teachers in the use of teaching strategies designed to enhance student outcomes
- Establish a forum to engage staff in ongoing study of current best practices and analyze the implications for school improvement
- Plan an event that will foster understanding among various cultural groups and show that you are knowledgeable about and sensitive to the customs and traditions of ethnic groups.
- Make a clear, well-organized, and understandable presentation to the PTO/PTA, civic group, school board, or a community committee or group
- Organize and supervise a school event
- Analyze how you promote teaching and learning that recognizes learning differences, multicultural awareness, gender sensitivity, and appreciation of ethnic diversity
- Speak on school affairs in general before a citizens' group or service club

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

- Prepare a newsletter to staff and parents
- Conduct departmental meetings or grade level meetings
- Conduct a problem-solving session with the staff or a portion thereof focusing on a real problem or crisis
- Discuss with your site supervisor the district policy issues that raise the most troublesome issues for him/her. Who do they call for advice or help with such issues?(This should be a different issue from Competency 001)
- Chair a committee (do not use the same committee as in Competency 001)
- Conduct a staff development activity aligned with the school's mission
- Design and execute a project at your school site where you assume the role of change agent
- Develop or revise rules, requirements and policies
- Assist teachers in the use of teaching strategies designed to enhance student outcomes
- Establish a forum to engage staff in ongoing study of current best practices and analyze the implications for school improvement
- Plan an event that will foster understanding among various cultural groups and show that you are knowledgeable about and sensitive to the customs and traditions of ethnic groups.
- Develop an explanatory pamphlet for staff and parents on the special education programs at your school
- Make a clear, well-organized, and understandable presentation to the PTO/PTA, civic group, school board, or a community committee or group
- With department members or a group of peers, develop a teaching strategy or program that is responsive to differences in students' cultural backgrounds

[Type text]

- Investigate complaints from school community members or parents; show the willingness to gather facts, and utilize tact to develop a resolution while avoiding undercutting the certified or classified staff members involved in the complaint
- Plan and coordinate an activity that will increase parent involvement
- Supervise a school event
- Speak on school affairs in general before a citizens' group or service club

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

- Review and demonstrate an understanding of the procedures and law associated with the confidentiality of student records (both regular and Special Education)
- Identify the most frequent legal issues facing your school or district, and identify the reasons for these issues, including recommendations for solution
- Review and demonstrate an understanding of the school responsibilities involved with federal programs such as Chapter I
- Make a report to the faculty on a recent legal decision
- Review and demonstrate an understanding of the procedures and law required to ensure due process for students regarding disciplinary actions
- Discuss with your site supervisor the district policy issues that raise the most troublesome issues for him/her. Who do they call for advice or help with such issues?
- Write a memorandum informing the superintendent and the board of education of a complex state or federal law and the necessary compliance issues for the district (e.g., IDEA, ADA, PL 94-142, NCLB).
- Develop an explanatory pamphlet for staff and parents on the special education programs at your school
- With department members or a group of peers, develop a teaching strategy or program that is responsive to differences in students' cultural backgrounds
- Investigate complaints from school community members or parents; show the willingness to gather facts, and utilize tact to develop a resolution while avoiding undercutting the certified or classified staff members involved in the complaint
- Review and demonstrate an understanding of the regulations associated with disciplining a student on an IEP
- Participate in a hearing (suspension, expulsion, truancy, etc.) observing how due process requirements are met
- Analyze how you promote teaching and learning that recognizes learning differences, multicultural awareness, gender sensitivity, and appreciation of ethnic diversity
- Review and demonstrate an understanding of the negotiated agreements with teachers and support staff and how a violation of the contract might be handled

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

- Interpret and evaluate two years of test scores in a particular academic area and identify possible solutions to shortcomings you have identified
- Implement a curricular change
- Assist in the selection, development, and utilization of instructional materials
- Chair a teacher committee formed to select a new textbook
- Prepare and present a curriculum proposal which is based on a needs assessment survey
- Develop or revise rules, requirements and policies
- Assist in coordinating and supervising testing
- Develop a positive reward program for improving tardy and absentee rates
- Assist teachers in the use of teaching strategies designed to enhance student outcomes
- Establish a forum to engage staff in ongoing study of current best practices and analyze the implications for school improvement
- Plan an event that will foster understanding among various cultural groups and show that you are knowledgeable about and sensitive to the customs and traditions of ethnic groups.
- Develop an explanatory pamphlet for staff and parents on the special education programs at your school
- With department members or a group of peers, develop a teaching strategy or program that is responsive to

[Type text]

differences in students' cultural backgrounds

- Plan and coordinate an activity that will increase parent involvement

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

- Utilize community and parent groups to assess the climate of the school.
- Establish a process to communicate high expectations for all staff through encouragement and praise
- Establish a procedure for orientation and induction of new teachers into the school culture
- Develop collaboratively a plan to improve the climate of the campus
- Study the statement of goals and objectives adopted by your school. Select one objective and identify the actions being taken by the school to reach that objective and assess the potential success of those actions
- Chair a committee
- Conduct a staff development activity aligned with the school's mission
- Design and execute a project at your school site where you assume the role of change agent
- Develop or revise rules, requirements and policies
- Develop a positive reward program for improving tardy and absentee rates
- Develop an explanatory pamphlet for staff and parents on the special education programs at your school
- With department members or a group of peers, develop a teaching strategy or program that is responsive to differences in students' cultural backgrounds
- Plan and coordinate an activity that will increase parent involvement
- Analyze how you promote teaching and learning that recognizes learning differences, multicultural awareness, gender sensitivity, and appreciation of ethnic diversity

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

- Sit in on interviews with prospective faculty and staff
- Interview the personnel director of a school district in order to become familiar with all aspects of the district's processes for selecting both certified and classified personnel
- Conduct a study of personnel turnover for the past five years
- Present at a conference or staff development program
- Conduct a staff development activity aligned with the school's mission
- Create a process for recognizing faculty and students
- Organize an opportunity where teachers exchange ideas which promote creative thinking and sharing in the process of school improvement
- Assist teachers in the use of teaching strategies designed to enhance student outcomes
- Establish a forum to engage staff in ongoing study of current best practices and analyze the implications for school improvement
- Make a clear, well-organized, and understandable presentation to the PTO/PTA, civic group, school board, or a community committee or group
- Review and demonstrate an understanding of the negotiated agreements with teachers and support staff and how a violation of the contract might be handled
 - * Observe a fellow teacher in a "walkthrough" and provide constructive feedback in a followup session.

Competency 007: The principal knows how to apply organizational decision making and problem solving skills to ensure an effective learning environment.

- Conduct a problem-solving session with the staff or a portion thereof focusing on a real problem or crisis
- Discuss with your site supervisor the district policy issues that raise the most troublesome issues for him/her. Who do they call for advice or help with such issues?
- Organize an opportunity where teachers exchange ideas which promote creative thinking and sharing in the process of school improvement

[Type text]

- Design and execute a project at your school site where you assume the role of change agent
- Develop or revise rules, requirements and policies
- Establish a forum to engage staff in ongoing study of current best practices and analyze the implications for school improvement
- Write a memorandum informing the superintendent and the board of education of a complex state or federal law and the necessary compliance issues for the district (e.g., IDEA, ADA, PL 94-142, NCLB).
- Develop an explanatory pamphlet for staff and parents on the special education programs at your school
- Work with parent or community groups to plan a fund raising activity
- Investigate complaints from school community members or parents; show the willingness to gather facts, and utilize tact to develop a resolution while avoiding undercutting the certified or classified staff members involved in the complaint
- Plan and coordinate an activity that will increase parent involvement
- Review and demonstrate an understanding of the regulations associated with disciplining a student on an IEP
- Participate in a hearing (suspension, expulsion, truancy, etc.) observing how due process requirements are met

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.

- Assist with the preparation and administration of the school-level budget
- Assist with the requisition and allocation of materials and supplies
- Participate in the school inventory of books, materials, and equipment
- Interview your school system finance officer and determine what things drive that person crazy about school financial affairs and what advice they would give to new school administrators about school finance and budgeting
- Conduct a problem-solving session with the staff or a portion thereof focusing on a real problem or crisis
- Work with parent or community groups to plan a fund raising activity
- Attend at least two board meetings and one other governance body meeting (community input session, city council meeting, Kiwanis, etc.). Include in your reflection how the proceedings/decisions will affect your campus, the district, and/or individual teachers or staff.

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

- Conduct a survey for maintenance improvements or repairs and identify the process used for requesting building repairs and/or improvements
- Identify the process and procedures for processing work orders
- Accompany a custodian on a building tour. Describe the system of hiring and evaluation of the custodial service
- Assist in the registration and classroom assignment of new students
- Assist in conducting a review and submission of all necessary reports of an accident
- Assist with the construction of the master schedule
- Review the campus Crisis Intervention Plan with the campus staff. Offer suggestions/improvements to the plan.

[Type text]

**Texas A&M University-San Antonio
EDAD 5345 Principal Internship
Observation Form**

Intern: _____

Observation #: _____

School/District: _____

Date: _____

Time Start: _____

Time Stop: _____

		Consistently	Frequently	Occasionally	Rarely	Never/NA
001	Knowledge of vision of learning	5	4	3	2	1
002	Knowledge of communication and collaborative skills	5	4	3	2	1
003	Knowledge of ethics and integrity	5	4	3	2	1
004	Knowledge of curriculum, instruction, and assessment	5	4	3	2	1
005	Knowledge of effective instructional program and campus culture	5	4	3	2	1
006	Knowledge of staff evaluation and development	5	4	3	2	1
007	Knowledge of decision making and problem solving	5	4	3	2	1
008	Knowledge of finance, personnel, and technological use	5	4	3	2	1
009	Knowledge of physical plant and safety knowledge	5	4	3	2	1

Observation:

Suggestions/Recommendations:

Signature of Supervising Professor

Signature of Intern

[Type text]

Texas A&M University-San Antonio
Educational Administration
Evaluation by Site Supervisor

Intern: _____

This department would appreciate receiving your feedback concerning the performance of the intern under your supervision. Please evaluate the intern's performance according to the following criteria.

Criteria	Superior	Good	Adequate	Fair	Inadequate	Not Observed
Problem Analysis						
Judgment						
Organizational Ability						
Decisiveness						
Leadership						
Sensitivity						
Stress Tolerance						
Collegial/Cooperation						
Oral Communication						
Written Communication						
Range of Interest						
Personal Motivation						
Work Ethic						
Educational Values						
Intellectual Skills						
Positive Outlook						

What is your estimate of the success of this intern as a future administrator?

☐ Currently has the skills and knowledge to be a successful school administrator.

☐ Currently still needs personal/professional growth before taking on an administrative role.

In comparison with beginning administrators of your acquaintance, how would you rate this intern?

☐ Excellent skills demonstrated, beyond those of other beginning administrators.

☐ Good skills, comparable to other beginning administrators.

☐ Lacking some skills/knowledge as compared to other beginning administrators

If you had an administrative position in your school district, would you employ this person?

☐ Yes ☐ No ☐ With Reservations ☐ N/A-Student is currently employed as administrator

Strengths:

Suggestions/Recommendations for Growth

Signature of Site Supervisor and Date

[Type text]

Texas A&M University-San Antonio
EDAD 5345 Principal Internship
Hours Documentation Form

This form is to be signed by your site administrator and uploaded into Blackboard by the end of the semester. 160 or more hours is required to pass the Internship course.

	Hours Completed by		Hours Completed by
1/14/2017		3/4/2017	
1/21/2017		3/11/2017	
1/28/2017		3/25/2107	
2/4/2017		4/1/2017	
2/11/2017		4/8/2017	
2/18/2017		4/15/2017	
2/25/2017		4/22/2017	
		Total Hours	

Site Supervisor Signature and Date

Instructor:
Elizabeth Murakami, Ph.D.
Professor and Program Director
Email: Elizabeth.murakami@tamusa.edu
Phone: (210) 784-2518

Texas A&M University-San Antonio
Department of Educational Leadership
College of Education & Human Development
One University Way, Frank Madla, Suite #335
San Antonio, TX 78224

EDAD 5341.900 School Administration
01/17 – 3/11, 2017 Tuesdays 7-9:45pm room 204

Spring 2017
Office Hours: Tuesdays 4-7pm

Prerequisites before you can take this course: There are no prerequisites for this course.

Course Description:

This course prepares students to understand campus leadership with emphasis upon cooperation of campus administrators with school boards, superintendents, teachers, parents, students, and the relation of the school to the community as a whole.

Course Objectives: The course will allow students to:

1. Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
2. Model and promote the continuous and appropriate development of all learners in the campus community
3. Promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community
4. Articulate the importance of education in a free democratic society
5. Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff
6. Ensure that parents and other members of the community are an integral part of the campus culture
7. Use strategies to ensure the development of collegial relationships and effective collaboration of campus staff
8. Use emerging issues, trends, demographic data, knowledge of systems, student learning data, and other information to develop a campus vision and plan to implement the vision
9. Facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated
10. Support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities
11. Demonstrate effective communication through oral, written, auditory, and nonverbal expression
12. Gather and organize information from a variety of sources for use in creative and effective campus decision making
13. Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions

14. Develop, implement, and evaluate change processes for organizational effectiveness
15. Use effective planning, time management, and organization of work to maximize attainment of school district and campus goals
16. Facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment
17. Use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals

Required Readings:

1. Gorton, R., & Alston, J. A. (2011). *School Leadership and Administration* (9th edition). New York, NY: McGraw Hill. ISBN: 978-0078110269
2. Articles as assigned

Recommended Readings:

1. American Psychological Association. (2010). *Publication manual of the APA* (6th ed.). Washington, DC: American Psychological Association. ISBN: 1-4338-0561-8
2. *Principal* -Published by the National Association of Elementary School Principals www.naesp.org
3. *NASSP Bulletin* -Published by the National Association of Secondary School Principals www.nassp.org
4. *Instructional Leader* -Published by the Texas Elementary Principals and Supervisors Association – www.tepsa.org
5. *Texas Study* -Published by the Texas Association of Secondary School Principals www.tassp.org

Standards for Principal Certification (TAC RULE §241.15, August 2016)

Principal standards required by educator preparation programs are adopted for this course (TEA §241.15). It is an expectation that students in this course develop the foundation for the professional preparation as a school principal through the following selected standards:

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;

- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;

(e) Executive Leadership. The principal:

- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
- (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
- (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;

- (9) develops, implements, and evaluates change processes for organizational effectiveness;

(f) Strategic Operations. The principal:

- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics)*;
- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (6) promotes awareness and appreciation of diversity throughout the campus community;
- (8) articulates the importance of education in creating engaged citizens in a free democratic society;
- (10) treats all members of the community with respect and develops strong, positive relationships with them.

Student Roles and Responsibilities

Throughout the course students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. Student performance will be evaluated by various written and/or oral assessments as well as class participation. Because this course is student-centered, you will be expected to participate and contribute to class discussions. Students are expected to read all assigned readings, prepare oral presentations, and complete assignments. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Final grades will be assigned according to the A-F format. Assignments will be evaluated using the following criteria:

1. Written assignments should:
 - a. Posted on Blackboard before or by the due date
 - b. Be completed on time
 - c. Be free of grammatical errors
 - d. Be well organized and written
 - e. Reflect all aspects of the assignment
 - f. Be typed, double-spaced, using 12 point Times New Roman fonts; unless otherwise indicated by the instructor.
 - g. Follow the guidelines indicated by the Publication Manual of the American Psychological Association (6th edition) for all assignments.
 - h. **Include a Statement of Authorship: The following statement must be completed and submitted with each paper submitted for grading, unless otherwise indicated by the instructor.** You can copy and paste the statement into your cover page in the paper. This statement must be signed by the student and should appear at the bottom of the title cover page:

I certify that I am the author of this paper titled _____ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any other class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

Student's Signature

Date

2. Attendance, Late Assignments, and Make-Up Work

- a. This graduate level course relies heavily on student participation and contributions. Online and face-to-face participation is considered. Class attendance is expected throughout the course, and it is the student's professional responsibility to be part of discussions. In a face-to-face class, absence from class means that the student did not participate in a given discussion in class. **Each student is allowed one excused absence. After this, each absence will result in a deduction of 10 points from the overall course grade.** Two tardies (15 minutes or more), or leaving class early twice equals one absence.
 - b. All assignments are due at the beginning of class. Post your document online before class. **Late assignments will result in an automatic 5-point grade reduction.**
 - c. Assignments are not accepted after one week from the original date due if any previous agreement with the professor of late assignment. If you are absent from a class session, it is still your responsibility to submit assignments on the dates that they are due or earlier.
3. Class participation should be active and relevant to the topic of discussion, which includes:
- a. Attending and being prepared to class by reading the assigned chapters each week
 - b. Asking insightful questions and be respectful to others in online discussions
 - c. Remaining focused on the topic
 - d. Being respectful to other peoples' ideas
 - e. Actively listening to comments and building on others' ideas
 - f. Challenging ideas in a constructive and professional manner
 - g. Providing leadership in group work
 - h. Accepting responsibility for completing make-up work
 - i. Completing assignments and being prepared for class discussions and activities

When group presentations are assigned, these should:

- a. Be well organized
 - b. Be clearly and creatively presented
 - c. Reflect all aspects of the assignment
 - d. Reflect a compelling argument, based on both **research** and **practice**. The group should be able to engage the audience, invite for participation and be open to feedback and constructive criticism from colleagues.
4. Total points for class and online participation are determined by averaging ratings of your contributions made throughout the semester. Points are awarded as follows:

Excellent	12-15 points
Good contributions	08-11 points
Minimal, but acceptable contributions	05-07 points
No acceptable contribution	00-04 points

5. **Blackboard Hybrid Activities.** All students enrolled in this course will have access to relevant course information and materials through Blackboard. Online discussions will begin following the second class to allow time for all students to successfully log in to Blackboard. It is very important you participate in every online discussion. Failure to do so will impact the participation grade. Each week, students are expected to answer the initial open-ended discussion and respond to at least one of the comments/observation made by another student in the course. It should be noted that students are not limited to one response. The mandatory response is simply designed to encourage online discussion and the formation of an online community of learners.

It is the student's responsibility to access this system periodically. It is important to consider that what is posted on Blackboard or internet is public. The instructor reserves the discretion to add or delete from the content as necessary, acting within the policies and procedures of the University. Online discussions should be:

- Relevant to the topic of discussion in class
- Reflective of class experiences and future topics of interest
- Uses language that is respectful of other colleagues' opinions
- Mindful of the academic and graduate program expectations for writing (avoiding text messaging language)

How to log into Blackboard:

- Go to <http://tamusa.blackboard.com>
- On the Computing and Information Services page click on the link entitled, "Email".
- On the Email Connection Link please click on the Account Management Link and continue.
- Please enter your Username or K number and the password is your DOB as MMDDYY after this you will see your information to log into Blackboard
- Username = is your upper case k information, which is your user name to log into Blackboard.
- Password = is your date of birth entered as MMDDYY
- After logging in, you will see your Blackboard Learning. If you do not see any courses, or the wrong courses, then check your registration in the Blue and Gold Connection. Please contact the help desk if you do not see any of your courses
- Help Desk Hours: 8:00 am to 5:00 pm Monday through Saturday, phone: (210) 784-4357

7. Forms of Academic Dishonesty:

- Cheating:** deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- Academic misconduct:** tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- Fabrication:** use of invented information or falsified research.
- Plagiarism:** unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage

Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (6th ed.).

8. Non-Academic Misconduct:

The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either:

- a. the instructor's ability to conduct the class
- b. the ability of other students to profit from the instructional program, or
- c. campus behavior that interferes with the rights of others will not be tolerated

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

9. Discrimination and Harassment Policy

Title IX prohibits gender discrimination in all programs and activities of Colleges and Universities. Title IX applies to admissions, financial aid, academic matters, career services, counseling and medical services, and all other programs and activities available to students at Texas A&M University-San Antonio. If you have questions or concerns about Title IX, you can contact the Title IX Coordinator at Room 303D, (210) 784-1371.

10. Special Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335.

11. Grading Criteria

Assignments	Possible Points
Online Activities (5@5 points each) Each student must complete a total of 5 online activities. Online activities will vary from week to week and will include such items as Opinion forums, Assignments, and Quizzes. Due dates for online activities can be found in the tentative calendar.	25
Research Paper Students will conduct interviews with individuals representing a minimum of 3 different school constituencies (i.e. parent, teacher, campus administrator, counselor, school secretary, campus paraprofessional, or other members of the campus faculty/staff). This research will result in a final paper covering the experience. All steps in the cycle (writing interview questions, conducting interviews, data analysis/ interpretation, & results/correlates) will be discussed in detail throughout the class sessions and in this syllabus.	30
Research Presentation Students will present the result of their final research project. This presentation will be limited to approximately 10 minutes (depending on the number of students in class). The presentation format is up to the student and can include video, handouts, and ppt. Presentations will be graded on research rigor, application to the role of principal, schools, APA, Principal State standards, and clarity.	10
Online Participation (clause 2) and attendance (clause 4) All students are expected to participate in every online and classroom discussion. Students are expected to answer the initial open-ended online discussion and respond separately to at least two of the comments/observation made by another student in the course.	15
Take Home Final Exam Students will complete a take home final which summarizes the learning for the semester.	20
TOTAL	100

Course Grade	Course Average
A	90-100 plus no more than one absence
B	80 - 89 plus no more than two absences 90-100 plus two absences
C	75 - 79 plus no more than one absence 80 - 89 plus two absences 90-100 plus three absences
D	70 - 74 plus no more than one absence 75 - 79 plus two absences 80 - 89 plus three absences
F	69 or below; or any average with more than three absences may incur in a failing grade
I*	Incomplete

* The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

12. Dropping this Course: Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.

13. Tentative Schedule (Subject to adaptations and changes)

Session/Date	Topics/Presentations	Assignments and online discussions are due on Sundays after each class (online discussions require at least two replies by the next class date)
01-17-2017	<i>Introduction (Standards b.e.)</i> <ul style="list-style-type: none"> • Definition of Leadership • Leadership Styles • DISC activity • Review syllabus and Assignments • Practice 068 TExES Exam (120 minutes) 	Activities: Log into Blackboard Assignment #1 (library article) is due 01/22 (St b.e.)
01-24-2017	<i>High Performing/High Poverty Schools (St b.c.g.)</i> <ul style="list-style-type: none"> • Chapter Review • Review Qualitative Research Project • Identify potential research subjects • Draft Interview Questions 	Read Gorton Ch. 1 for this date Assignment #2 is due 01/29 (St b.c.g.) Online discussion is due 01/29 and comments up to 01/31 Bring TAPR and CIP reports next class
01-31-2017	<i>Engagement, Equity, Expectations and Efficacy (St f.g.)</i> <ul style="list-style-type: none"> • Review TAPR and CIP reports • Qualitative Project planning 	Bring TAPR and CIP reports to class Read Gorton, Ch. 4 & 6 for this date Assignment #3 is due 02/05 (St f.g.) Online discussion is due 02/05 and comments up to 02/07
02-07-2017	<i>Power and Authority (St d.f.)</i> <ul style="list-style-type: none"> • Decision Making • SBDM 	Read Gorton, Ch. 2 & 3 for this date Assignment #4 is due 02/12 (St d.f.) Online discussion is due 02/12 and comments up to 02/14
02-14-2017	<i>Change Leadership (St e.g.)</i> <ul style="list-style-type: none"> • Crucial Conversations/Crucial Confrontations 	Read Gorton, Ch. 5 & 7 for this date Online discussion is due 02/19 and comments up to 02/21 Bring Printed copies of Interview Transcripts for Analysis next class
02-21-2017	<i>Case Studies – Real Scenarios (St b.c.d.e.f.g.)</i> <ul style="list-style-type: none"> • Discussing own cases • Interview Transcripts analyzed 	Bring Printed copies of Interview Transcripts for Analysis Read Gorton, Ch. 8 for this date Assignment #5 is due 2/26 (St f.g.)
02-28-2017	<i>Qualitative Research Presentations (St b.c.d.e.f.g.)</i>	Research Papers Due 02/28 Student Presentations (10 minutes each)
03-07-2017	<i>Assessment (St b.c.d.e.f.g.)</i> <ul style="list-style-type: none"> • Final Exam is due 	Final is Due electronically

Student Participation Agreement

Please read this carefully. To be an engaged member of this learning experience, you must meet the expectations listed below. If you are unwilling and/or cannot meet any of the following terms, you must drop this course. After you have read this agreement, sign, date and turn in.

1. Due to the nature of this course it is imperative that you participate in all class activities and online discussions (Blackboard). The quality of your participation (e.g., observations you make, questions you ask, resources you provide, experiences that you share) will determine the quality of this class experience.
2. Assignments require that you deliver your work on time by posting your work online. At times your upload will be shared so that other students can review and learn from your thinking. You must post your assignments by the due date. Late postings are not accepted unless you have made arrangements with Dr. Murakami prior to the start of the assignment. If there is work that you do not want others to see, with the exception of the instructor, you must make arrangements for this prior to the start of the assignment.
3. Assignments may require you to work in groups. You are responsible for full participation in your team effort. If, for any reason, you cannot meet your team responsibilities, you are expected to contact the instructor at the start of the assignment.
4. Class participation is an important part of this course. As a courtesy to the classmates and instructor, students are required to be respectful to people's ideas, comments, and concerns. In addition, respect toward the professor and respect in regards to the confidentiality of issues discussed in class is of utmost importance. Information related to schools in the area might be shared and must remain confidential. Sharing information is for the purpose of professional growth only, and is not meant to serve as a forum for intentional criticism.
5. To remain updated on course events, you should check the course web-page regularly for assignment reminders, announcements, and other important and timely announcements. As an adult learner, you are expected to take responsibility for your learning. Staying in touch with your team members, sharing your learning with classmates, and communicating regularly with the instructor is a large part of this learning experience. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.
6. Please know that it is not the instructor's responsibility to teach you how to use hardware and/or software. There are tutorials set up for you, and/or you may need to locate guidance from your local resources.
7. You must have a Jaguar email in order to participate in this course. If you prefer to receive emails through your local server, you must set up your computer to forward your emails. It is not the responsibility of the instructor to do this for you or to make sure that you are accessing the information/announcements being sent to your email accounts.

Print Name: _____ Course enrolled: _____

Student Signature: _____ Date: _____

EDAD 5341
Qualitative Research Assignment

Complete one full qualitative research cycle, which includes: 1) the issue to be studied, 2) what existing authors have to say about this issue, 3) the format of the study via qualitative interviews, 4) the findings of the study, and 5) the implications of this research.

**** IRB (Internal Review Board) requires participant approval before beginning this study****

Issue to be studied: Papers will focus on the broad topic of the role of campus administrators in creating high performance within high need (poverty) schools. Specific lines of inquiry within this topic will be determined by each individual student.

Literature Review: Students will examine what existing authors have to say about the issue they are addressing. Students must cite a minimum of 10 articles within this section following APA style.

Writing Interview Questions: Students will use the "Interview Questions Form" provided below to draft a maximum of 6 open-ended interview questions. These questions will be refined in-class by student peers prior to interviews taking place.

Conducting Interview: In order to receive full credit for this assignment, the student will interview a minimum of three individuals representing a minimum of three different constituencies within schools. These may include a campus administrator, a counselor, a teacher, a parent, a school secretary, a paraprofessional, or other members of the campus faculty/staff.

Findings of the Study: Students will examine their data, include any notations or labels they wish to make, and develop a summary chart, figure, or representation to be used as a conceptual framework to present the data.

Implications of the Study: Students will present information on who would benefit from this research, how this research could improve schools in a professional development, and what the next step would be in this area of research.

References: All citations within the paper must appear on the reference list and follow APA (6th edition) style.

Submit the following:

- a) completed *interview questions form*,
- b) Typed transcripts of audio recordings from *data collected*,
- c) a minimum five-page paper (typed, double-spaced, Times New Roman, 12 point font with 1 inch margins on all sides) presenting the problem being researched, the literature review, the methods, the findings of this study, the implications of this research, the references, and
- d) the name of a journal to which you could be submitting your research.

If you have any questions while completing this assignment, please do not hesitate to discuss it with me.

Interview Questions

As a Future Principal, consider: What is the high-need campus' greatest area of need?

What does the evidence generated from the school shows? (TAPR, CIP or other data)

Who could you speak with from this campus that could talk about the concerns and possible school improvement implementations?

What questions do I want to ask them that will benefit this campus?

1.

2.

3.

4.

5.

6.

Project Title: Leadership in High Needs Schools

AGREEMENT TO PARTICIPATE

Description of the Research and your Participation

The purpose of this study is to determine how leaders promote a culture of learning in high needs schools. This study focuses on the belief that principals, teachers, and other key members of the school are invaluable in positively impacting high-need schools and can provide valuable information in relation to improving the most challenging schools and its' students.

By completing this consent form, I agree to participate in a study examining the features that impact learning in high needs schools. I understand my participation may include a second interview in different stages of the research. I understand I will participate in interviews that will last between 40-60 minutes. Interviews will be audio-recorded, transcribed, and verified by participants.

Risks and Discomforts

There are no physical, psychological, or social risks of any kind associated with this research project. I am aware that if I feel uncomfortable answering a question I have the right to skip the question, or stop the interview.

Potential Benefits

I understand there are no direct benefits for participating in this study. However, I may have increased awareness of effective school practices. The knowledge gained from this study will add to the body of knowledge concerning building effective high needs schools.

Incentives

There are no incentives related to this research and I understand I am not receiving any monetary or other compensation for participating in this study.

Protection of Confidentiality

I understand that any information obtained in this study will be coded to protect my privacy and confidentiality and that my information will not in any way be associated to my name in order to maintain confidentiality. Under this condition, I agree that any information obtained from this research may be used in any way thought best for publication or education.

Voluntary Participation

I understand that my participation in this study is completely voluntary, and that I may discontinue my involvement at any time without consequence. If I choose to withdraw from the study, I understand that since my name is not recorded at any time, it is not be possible to identify and destroy my responses.

THIS PROJECT HAS BEEN REVIEWED BY THE TEXAS A&M UNIVERSITY-SAN ANTONIO
INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS UNDER LOG#2016-
62. OFFICE OF GRADUATE STUDIES AND RESEARCH: PHONE: 210-784-2323.

Contact Information

The investigator has given me a blank copy of this form for future reference. If any questions or problems arise in connection with my participation in this study, I should contact the project director, Elizabeth Murakami, Ph.D. at the following number: 210-784-2518.

If I have any questions about the rights of research subjects, these questions may be directed to any member of the Institutional Review Board (IRB) or to Dr. Josephine S. Fey, Chair of the IRB Committee, 210-784-2323.

Consent

I am at least 18 years old, have read this form, asked questions about anything I didn't understand (and got satisfactory answers to my questions). By signing below I'm indicating my agreement to participate in the study.

Signature of Participant

Date

Signature of Investigator

Date

Signature of Witness

Date

THIS PROJECT HAS BEEN REVIEWED BY THE TEXAS A&M UNIVERSITY-SAN ANTONIO
INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS UNDER LOG#2016-
62. OFFICE OF GRADUATE STUDIES AND RESEARCH: PHONE: 210-784-2323.

EDAD 5312 SYLLABUS

Instructor:

Texas A&M San Antonio
College of Education
Department of Educator and Leadership Preparation
One University Way
San Antonio, TX 78224

Office location/hours:

Office Telephone #:

E-mail:

Course Title:

EDAD 5312 Supervision Advanced Studies

Credits:

3

Time/Location:

Prerequisites before you can take this course: EDAD 5344 and ILD Certification are prerequisites for this course. If you do not have the prerequisites for this course, you must drop this class.

Course Description: This course is a study of impactful strategies in instructional supervision and the development of communication and interpersonal skills needed for working with teachers. Participants who attend all sessions will receive certification in PDAS, which is the certification required by the state of Texas in order to be able to appraise teachers under the PDAS system. NOTE: EDAD 5344 and ILD Certification are prerequisites for this course.

Course Objectives: The course will allow students to:

1. Identify and focus on the needs of teachers and other adults at school in order to assist their growth as they focus on improved student learning.
2. Differentiate the purposes and methods of evaluation and supervision.
3. Understand and apply the technical skills related to supervision and instruction.
4. Understand and facilitate teacher growth to improve student learning.
5. Identify means of assessing the effectiveness of instruction, assessment, and programs.
6. Identify one's own supervisory beliefs and skills.
7. Apply skills needed to assist an individual, group, or faculty in growing professionally in order to provide the best instruction for students.
8. Identify and discuss major issues of instructional supervision.
9. Participants who attend all sessions and pay the state PDAS fee will receive PDAS certification.

ELCC Standards Covered within this Course:

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

TEXES 068 Principal Standards and Competencies Covered within this Course:

Principal Standard I

Learner-Centered Values and Ethics of Leadership: A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

Principal Standard III

Learner-Centered Human Resources Leadership and Management: A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

Competency 03: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Competency 05: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 06: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Standards for Principal Certification (TAC RULE §241.15, August 2016)

Principal standards required by educator preparation programs are adopted for this course (TEA §241.15). It is an expectation that students in this course develop the foundation for the professional preparation as a school principal through the following selected standards:

(b) School Culture. The principal:

- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(c) Leading Learning. The principal:

- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;

(d) Human Capital. The principal:

- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;

(g) Ethics, Equity, and Diversity. The principal:

- (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
- (5) ensures all students have access to effective educators and continuous learning opportunities.

Course Assignments:

1. **Peer Observation and Reflection Activities.** Students will conduct 3 separate walk through observations in which they utilize various walkthrough tools to observe and give feedback to a practicing teacher. Each observation will be documented with a minimum 300 word reflection on the event and the usefulness of each particular walkthrough tool (30% of total grade).
2. **Self Observation and Reflection Activities.** Students will arrange to be observed on 3 separate occasions in which they utilize various walkthrough tools of the student's choosing. Each observation will be documented with a minimum 300 word reflection on the observation and the usefulness of each particular walkthrough tool (30% of total grade).
3. **Online Participation** All students are expected to participate in every online discussion. Each week, students are expected to answer the initial open-ended discussion and respond to at least one of the comments/observation made by another student in the course. (20% of total grade)
4. **Take Home Final Exam.** Students will complete a take home final which summarizes the learning for the semester (10% of total grade).
5. **In-class Participation** is critical to the success of this course. As a result, attendance is very important and unexcused absences are unacceptable. Students who miss more than one class will have their grade reduced by 5% per additional absence. (10% of total grade).

****NOTE: IN ORDER TO RECEIVE PDAS CERTIFICATION FROM THE STATE, STUDENTS MUST ATTEND ALL SESSIONS, SUCCESSFULLY EVALUATE RECORDED TEACHING CLIPS PROVIDED BY THE STATE AND PAY THE STATE CERTIFICATION FEE.**

Grades will be based on a straight percentage scale:

A 90% and up B 80% - 89% C 75% - 79% D 70% - 74% F 69% or below I Incomplete*

* In order to be eligible for consideration for an "I" (incomplete), you must have completed 75% of the coursework and have a "C" or better in the course. Generally, reasons for requesting an incomplete include but are not necessarily limited to, medical emergency, unforeseen crisis, death in the family and so forth. Circumstances for the request must be extenuating and available documentation should be supplied to your professor. If an "I" is granted, a contract outlining the timeline and conditions for completion will be constructed by the professor.

Make-up Work: Assignments turned in up to 7 days late will result in a 10% reduction in grade. Assignments turned in more than 7 days late will result in a 20% reduction in grade.

Writing Style: All written work for this course must conform to the American Psychological Association Style Manual, 5th Edition (2001). Failure to comply with required writing style will result in up to a 20% reduction from your grade.

Attendance: Regular attendance is critical to enhance the probability for successful completion of this course and, therefore, important. Students are afforded one absence for the entire semester. Each successive absence will result in a 5% deduction from their overall course grade. Attendance will be noted at professor's discretion each evening. (****NOTE: IN ORDER TO RECEIVE PDAS CERTIFICATION FROM THE STATE, STUDENTS MUST ATTEND ALL SESSIONS**).

Class Participation: Class sessions are designed to be interactive. You are expected to come to class prepared to discuss and/or raise questions from the reading material. Your perspectives are important and should be shared. It is important for your fellow classmates to receive as much feedback as possible. There are no bad questions and someone else probably has the same question - so don't be afraid to ask - take chances!

Dropping this Course: If you decide not to attend this class or find yourself doing poorly, it is your responsibility to drop the class. Faculty are not responsible for dropping students from a course. If you do not drop the course you run the risk of receiving a letter grade at the end of the semester.

Online Discussion:

Online discussions will begin following the second class to allow time for all students to successfully log in to Blackboard. It is very important you participate in every online discussion. Each week, students are expected to answer the initial open-ended discussion and respond to at least one of the comments/observation made by another student in the course. Failure to do so will result in a 5% reduction of the class participation grade.

It should be noted that students are not limited to one response. The mandatory response is simply designed to encourage online discussion and the formation of an online community of learners.

LOGGING INTO BLACKBOARD

1. Go to <http://tamusa.blackboard.com>
2. On the Computing and Information Services page click on the link entitled, "Email".

3. On the Email Connection Link please click on the Account Management Link and continue.
 4. Please enter your Username or K number and the password is your DOB as MMDDYY after this you will see your information to log into Blackboard
 - Username = is your upper case k information, which is your user name to log into Blackboard.
 - Password = is your date of birth entered as MMDDYY
 5. After logging in, you will see your Blackboard Learning my institution page. If you do not see any courses, or the wrong courses, then check your registration in the Blue and Gold Connection. Please contact the help desk (see below) if you do not see any of your courses
- NOTE: Help Desk Hours: 8:00 am to 5:00 pm Monday through Saturday
Phone: (210) 784-4357

Academic Dishonesty/Plagiarism

You are expected to practice academic honesty in every aspect of this course and all courses. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (5th ed.).

Non-Academic Misconduct

The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either

- 1) the instructor's ability to conduct the class
- 2) the ability of other students to profit from the instructional program, or
- 3) campus behavior that interferes with the rights of others will not be tolerated.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Disability Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335.

Required Resource:

Zepeda, S. (2012). *The Instructional Leader's Guide to Informal Classroom Observations* (3rd edition). ISBN: 978-1-59667-196-6

Optional Resource:

Glickman, C.D., Gordon, S., Ross-Gordon, J. (2008). *The Basic Guide to SuperVision & Instructional Leadership, Brief Edition* (paperback).

Additional Resources:

*Principal
Principals*

Published by the National Association of Elementary School

www.naesp.org

*NASSP Bulletin
Principals*

Published by the National Association of Secondary School

www.nassp.org

The School Administrator

Published by the American Association of School Administrators

www.aasa.org

*Educational Leadership &
Journal of Curriculum
and Supervision*

Published by the Association for Supervision and
Curriculum Development

www.ascd.org

EDAD 5312

Self and Peer Observation Assignments

Complete 3 peer observations and 3 self observations: pre-conference, observation, data analysis/interpretation, and post-conference. Note: There will be a total of 6 unique observations which will each utilize a different walkthrough tool. *Please obtain the principal's approval before beginning this process.*

Pre-observation Conversation: Meet with the teacher who you will be observing (or who will be observing you). Jointly decide on the focus of the observation and the data collection instrument to be used. Length of conference: 2-5 minutes.

Observation: Do your best to collect all relevant data. Utilize the observation tool of your choice. Length of observation: Minimum: 5 minutes; Maximum: 10 minutes.

Data Analysis: Examine your data, make a listing of the information you wish to share with the teacher during the feedback conversation.

Post-observation Conversation: Your objective is to promote teacher reflection on his/her instruction, with at least 50% teacher talk. Time for conference: Approximately same length of time as the observation

Submit the following: A minimum 300 word paper per observation which provides information on the pre-observation conversation, the observation, data analysis, post-observation conversation, and the perceived usefulness of the observation tool utilized in the walkthrough. Note: There will be a total of 6 separate 300 word papers, each of which will count for 10% of your grade in this course.

Session/Date	Topics/Presentations	Assignment Due
	<ul style="list-style-type: none"> Student Info Sheet Course Introduction/ Review syllabus Discussion of Observation Activities PDAS Framework 	Decide (as a group) whether to schedule on-site walkthrough visits as a class
	<ul style="list-style-type: none"> Focus on Student Learning Alignment High Standard of Proficiency 	Read Glickman Chapter 14 and/or Zepeda text – determine which 3 instruments you would like to use for self-analysis; schedule 3 self and 3 peer observations. Online Discussion Responses
	<ul style="list-style-type: none"> The Appraisal Process Teacher Self Report Part 1 Observations/Walkthroughs 	Observation #1 Online Discussion Responses
	<ul style="list-style-type: none"> Scoring Standards for Quality Scoring Standards for Quantity 	Online Discussion Responses
	<ul style="list-style-type: none"> Scoring Criteria Guide Putting all the Tools to Work 	Observation #2 Online Discussion Responses
	<ul style="list-style-type: none"> Appraisal Process: Steps with supporting rules 	Online Discussion Responses
	<ul style="list-style-type: none"> Criteria for Effective Documentation 	Observation #3 Online Discussion Responses
	<ul style="list-style-type: none"> Discussion of first 3 Observation Experiences Designing Powerful Professional Development for Teachers 	Observation #4 Online Discussion Responses
	<ul style="list-style-type: none"> Domains 5, 6, 7, and 8 	Online Discussion Responses
	<ul style="list-style-type: none"> Writing an Effective Growth Plan 	Observation #5 Online Discussion Responses
	<ul style="list-style-type: none"> PDAS Case Study 1 (Group activity) 	Observation #6 Online Discussion Responses
	<ul style="list-style-type: none"> PDAS Case Study 2 (Individual activity) 	
	<ul style="list-style-type: none"> PDAS Case Study 3 (Individual activity) 	
	<ul style="list-style-type: none"> PDAS Case Study 4 (Individual activity) 	(NOTE: Students who passed Case Studies 1, 2 and 3 are not required to complete Case Study 4)
	<ul style="list-style-type: none"> Final Exam Due 	Final Exam Due



TEXAS A&M UNIVERSITY-SAN ANTONIO

Instructors: Ms. Jane Jensen/Lawrence Scott,
Ph.D.

College of Education

Frank Madla Building 334

Phone: (210) 683-2884 (Cell)

Email: lawrence.scott@tamusa.edu

Fall 2017 EDAD 5342 SYLLABUS

Principalship in Elementary and Secondary

Dates: Oct. 25th-Dec. 16th

Wednesdays: 5:00 pm - 8:30 pm (Location)

Office hours: Monday-Tuesday: 2:30-5:30/By

Appointment

Principalship in Elementary and Secondary Schools

Course Description: This course is a study of administration and supervision of both elementary and secondary schools. Students will receive information and complete assignments regarding shared vision, leadership, organization, and campus planning.

Course Objectives: The course will allow students to:

SLO #1.create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.

SLO#2.ensure that parents and other members of the community are an integral part of the campus culture.

SLO#3. implement strategies to ensure the development of collegial relationships and effective collaboration.

SLO#4. respond appropriately to diverse needs in shaping the campus culture.

SLO#5. use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.

SLO#6. use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.

SLO#7.facilitate the collaborative development of a plan that clearly articulates objectives and strategies of implementing a campus vision.

SLO#8. align financial, human, and material resources to support implementation of a campus vision.

SLO#9. establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.

SLO#10.support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.

SLO#11.acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision

ELCC Standard Covered within this Course:

Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

TEXES 068 Principal Competencies Covered within this Course:

Competency 01: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 02: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 03: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Competency 04: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 05: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 06: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 07: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Competency 08: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.

Competency 09: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Standards for Principal Certification (TAC RULE §241.15, August 2016)

(a) Principal standards required by educator preparation programs are adopted for this course (TEA §241.15). It is an expectation that students in this course develop the foundation for the professional preparation as a school principal through the following selected standards:

- (b) School culture (1-13)
- (c) Leading Learning (1-11)
- (d) Human Capital (1-10)
- (e) Executive Leadership (1-11)
- (f) Strategic Operations (1-11)
- (g) Ethics, Equity, and Diversity (1-10)

School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;

- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
- (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and

supporting individualized professional growth opportunities;
(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
(10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
(9) develops, implements, and evaluates change processes for organizational effectiveness;
(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
(11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
(6) implements strategies that enable the physical plant, equipment, and support systems to operate

safely, efficiently, and effectively to maintain a conducive learning environment;
 (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
 (8) collaboratively plans and effectively manages the campus budget;
 (9) uses technology to enhance school management;
 (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
 (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
 (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
 (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
 (4) models and promotes the continuous and appropriate development of all learners in the campus community;
 (5) ensures all students have access to effective educators and continuous learning opportunities;
 (6) promotes awareness and appreciation of diversity throughout the campus community;
 (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
 (8) articulates the importance of education in creating engaged citizens in a free democratic society;
 (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
 (10) treats all members of the community with respect and develops strong, positive relationships with them.

Course Assignments:

1. **TExES Quizzes:** Students will complete 4 quizzes on TExES Questions as preparation for the 068 Principal Examination. Each quiz will count 5% toward the course grade (20% of total grade)
2. **Online Discussion** All students are expected to participate in every online discussion. Each week, students are expected to answer the initial open-ended discussion and respond to at least one of the comments/observation made by another student in the course. (10% of total grade).
3. **Online Assignments** Each student must complete a total of 4 online assignments. Online assignments will include the following topics: campus visioning; teacher evaluations; budget analysis and facilities planning. Due dates for online activities can be found in the attached calendar. Each online assignment will count 10% toward the course grade (40% of total grade).
4. **In-class Participation** is critical to the success of this course. As a result, attendance is very important and unexcused absences are unacceptable. Students who miss more than one class will have their grade reduced by 5% per additional absence. (10% of total grade).
5. **TExES Formatted Final Exam.** Students will complete a final exam formatted in the style of the TExES 068 Principal Examination (20% of total grade).

Grades will be based on a straight percentage scale:

A 90% and up B 80% - 89% C 75% - 79% D 70% - 74% F 69% or below

I Incomplete*

* In order to be eligible for consideration for an "I" (incomplete), you must have completed 75% of the coursework and have a "C" or better in the course. Generally, reasons for requesting an incomplete include but are not necessarily limited to, medical emergency, unforeseen crisis, death in the family and so forth. Circumstances for the request must be extenuating and available documentation should be supplied to your professor. If an "I" is granted, a contract outlining the timeline and conditions for completion will be constructed by the professor.

Make-up Work: Assignments turned in late will result in a 20% reduction.

Writing Style: All written work for this course must conform to the American Psychological Association Style Manual, 6th Edition (2001). Failure to comply with required writing style will result in up to a 20% reduction from your grade.

Attendance: Regular attendance is critical to enhance the probability for successful completion of this course and, therefore, important. Students are afforded one absence for the entire semester. Each successive absence will result in a 5% deduction from their overall course grade. Attendance will be noted at professor's discretion each evening.

Class Participation: Class sessions are designed to be interactive. You are expected to come to class prepared to discuss and/or raise questions from the reading material. Your perspectives are important and should be shared. It is important for your fellow classmates to receive as much feedback as possible. There are no bad questions and someone else probably has the same question - so don't be afraid to ask - take chances!

Dropping this Course: If you decide not to attend this class or find yourself doing poorly, it is your responsibility to drop the class. Faculty are not responsible for dropping students from a course. If you do not drop the course you run the risk of receiving a letter grade at the end of the semester.

Online Discussion:

Online discussions will begin following the second class to allow time for all students to successfully log in to Blackboard. It is very important you participate in every online discussion. Each week, students are expected to answer the initial open-ended discussion and respond to at least one of the comments/observation made by another student in the course.

It should be noted that students are not limited to two responses.. The mandatory minimum is simply designed to encourage online discussion and the formation of an online community of learners.

LOGGING INTO BLACKBOARD

1. Go to <http://tamusa.blackboard.com>
2. On the Computing and Information Services page click on the link entitled, "Email".
3. On the Email Connection Link please click on the Account Management Link and continue.
4. Please enter your Username or K number and the password is your DOB as MMDDYY after this you will see your information to log into Blackboard
 - Username = is your upper case k information, which is your user name to log into Blackboard.
 - Password = is your date of birth entered as MMDDYY
5. After logging in, you will see your Blackboard Learning my institution page. If you do not see any courses, or the wrong courses, then check your registration in Jaguar Connect. Please contact the help desk (see below) if you do not see any of your courses

NOTE: Help Desk Hours: 8:00 am to 5:00 pm Monday through Saturday
Phone: (210) 784-4357

Academic Dishonesty/Plagiarism

You are expected to practice academic honesty in every aspect of this course and all courses. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (5th ed.).

Non-Academic Misconduct

The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either

- 1) the instructor's ability to conduct the class
- 2) the ability of other students to profit from the instructional program, or
- 3) campus behavior that interferes with the rights of others will not be tolerated.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Disability Statement

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Student Counseling and Disability Support Services for the coordination of services. SC & DSS is located on the 2nd floor of the administration building in room 220. The phone number for SC & DSS is (210) 932-6206. For additional information, please visit <http://www.tamuk.edu/sanantonio/studentservices.asp>.

Required Resource:

Wilmore, Elaine L. (2013). Passing the Principal TExES Exam: Keys to Certification and School Leadership. Corwin Press

Session/ Date	Topics/Presentations	Assignment Due
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10/25/17	<ul style="list-style-type: none"> • Student Info Sheet • Practice 068 Question • Course Introduction/ Review syllabus (JS) • Competency 1 (Scott) • Fostering a positive Campus Culture (Scott) • Establishing a community supported Vision of Learning (Scott) • Sample Campus Plan (Jensen) • Review of SBDM requirements for Campus Plan (Jensen) 	
11-1-17	<ul style="list-style-type: none"> • Practice 068 Question • Review: Campus Plan (Jensen) • Competency 2 – (Scott) • Internal and External Communication (Jensen) • Creating Collaborative Community Relations with a Diverse Constituency (Scott) • Community in-basket activity (Scott/Jensen) 	Read Chapters 1-4 Online discussion Quiz #1 *BRING COPY OF YOUR CAMPUS PLAN WITH YOU TO CLASS
11-8-17	<ul style="list-style-type: none"> • Practice 068 Question • Competency 3 (Scott) • Code of Ethics; Law; Integrity; Student Advocacy (Jensen) • Case Studies: (i.e. FERPA; student discipline; contract law; locker searches) (Scott) 	Read Chapter 5 Online discussion Assignment #1 is due
	<ul style="list-style-type: none"> • Competency 4 (Scott) • Curriculum and Instruction: Alignment with assessments; technology and resource support; and strategic planning (Jensen) 	Read Chapter 6 Online discussion Quiz #2
11-15-17	<ul style="list-style-type: none"> • Practice 068 Question • Competency 5 (Scott) • Student learning: Staffing/resources/and campus culture result in student learning as measured by both formative and summative assessments (Scott) 	Read Chapter 7 Online discussion Assignment #2 is due
	<ul style="list-style-type: none"> • Competency 6 (Scott) • Hiring/Evaluation/and Professional Development of Teaching Staff (Jensen) • Examine new requirements of TTESS/ TPESS; (Jensen) 	Read Chapter 8 Online discussion Quiz #3
11-22-17	<ul style="list-style-type: none"> • NOVEMBER BREAK 	NOVEMBER BREAK
11-29-17	<ul style="list-style-type: none"> • Practice 068 Question • Competency 7 (Scott) • Problem Solving and Data Analysis (Jensen) • Using TEA reports including TAPR – i.e. the 4 indices; school report card (Jensen) 	Read Chapter 9 Online discussion Assignment #3 is due
	<ul style="list-style-type: none"> • Competency 8 (Scott) • Overview of School Finance (Scott) • Analyze TEA campus budget report – (Scott) examine if there is a match between students/staffing/and programmatic funding 	Read Chapter 10 Online discussion Quiz #4 *Bring Copy of your Campus Budget

		with you to Class
11-6-17	<ul style="list-style-type: none"> • Practice 068 Question • Competency 9 (Scott) • Facilities – Managing the school buildings and supporting operations (Jensen/Scott) • Final Exam Review (Jensen/Scott) 	Read Chapter 11 Online discussion Assignment #4 is due
12-13-17	Final Exam	Final Exam

Texas A & M University – San Antonio
College of Education & Human Development
Department of Educator and Leadership Preparation
Fall 2017

Accommodating Diverse Populations
EDSE 5321

Number of Credits: 3

100% Online

Dr. Maria B. Peterson-Ahmad

mbpeterson3@gmail.com

Skype, Google Hangouts, or phone meetings by appointment

Course Description:

Introduction to the characteristics and education of exceptional learners. Emphasis placed on classroom practices and psychological, sociological, and medical aspects of disabilities. Inclusionary practices in various educational contexts are investigated. This course will provide graduate level students with a solid base of knowledge regarding the principles, practices, and characteristics of exceptional learners to promote more effective student performance in the elementary or secondary school classroom.

Learning Objectives:

Upon completion of the course the student will be able to...

1. Define the categories of disability under IDEA
2. Understand the components of an individualized education plan
3. Understand the connection between culture, family, and schools
4. Understand the varied learning strategies for students with disabilities
5. Understand the characteristics of ADHD and its comorbidity
6. Understand the legal implications of current legislative acts
7. Understand characteristics and implications for learners who are gifted and talented

Textbooks (eBook): Hallahan. (2015). Exceptional Learners: An Introduction to Special Education. 13th Edition. Pearson.

Student Learner Outcomes: Students will

1. Classify the various characteristics of individual exceptionalities, including severity and multiple exceptionalities. (CC2:K2)
2. Compare similarities and differences among cognitive, physical, social and emotional needs of individuals with and without exceptional learning needs. (CC2:K1)
3. Identify issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds. (CC1:K3)
4. Define the roles, responsibilities, and expectations of parent, students, educators (regular and special) and other professionals to provide educational services for exceptional populations as they relate to individual learning needs in planning and individualized programming.
5. Describe the ARD/IEP process in relation to its legislative basis, including assurances and due process rights.
6. Analyze the characteristics of an exceptional child in relation to possible educational interventions. (CC2:K7)
7. Evaluate the conditions and circumstances that can lead to identification, placement, and program development for an exceptional child. (CC: K8; CC7:K3)
8. Identify historical events, legislation, ethical practices for confidentiality, and current trends (multicultural, social, political, economic) that define the field and the role of participants. (CC7:K1; CC7:K5)
9. Identify various professionals and professional organizations in the field. (CC8:K3)
10. Define issues facing parents and families of exceptional individuals. (CC7:K2)

11. Identify characteristics and effects of cultural and environmental milieu of the child and family. (CC2:K5)
12. Describe cultural perspectives influencing the relationship among family, schools, and communities. (CC4:K7)
13. Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs. (CC8:S1)
14. Find, analyze and describe best implementation techniques involving research-based best practices for effective management of teaching and learning. (CC8:K2)
15. Promote and maintain a high level of competence and integrity in the practice of the profession. (CC8:K3)

Professional Development Competencies Alignment with Course Content

This course is designed to provide the pre-service teacher with the necessary knowledge and skills to plan instruction and teach exceptional students who have varied educational needs and who are instructed in a variety of settings. Teachers need to have a broad range of understanding when working with exceptional students. As a result, the following are CEC special education standards, which are aligned with INTASC Principles and state standards that are used to provide a framework for the course content.

State Standard I. The student will understand and apply knowledge of the philosophical, historical, and legal foundations of special education.

Chapters 1, 2, 6, 8, 10-13; Domain IV; Competency 010 CEC Standards / INTASC Principles 1-8 & 10; SLO 1-4

State Standard II. The student will describe and apply knowledge of professional roles and responsibilities and adhere to legal and ethical requirements of the profession. Chapters 1 and 2; Domain IV; Competency 011 CEC Standards / INTASC Principles 1, 2, 4, 7, 10; SLO 3-4

State Standard III. The student will know how to communicate and collaborate effectively in a variety of professional settings.

Chapters 2, 4, 5, 7, 8, 10-12, and 14; Domain IV; Competency 011 CEC Standards / INTASC Principles 1-8, & 10; SLO 3 & 8

State Standard IV. The student will understand and apply knowledge of the characteristics and needs of individuals with disabilities.

Chapters 3, 7, 10, 11, and 14; Domain I; Competency 001 CEC Standards / INTASC Principles 1- 8, & 10; SLO 3 & 5

State Standard V. The student will understand formal and informal assessment procedures and know how to evaluate student competencies to make instructional decisions. Chapters 5-8 and 10-12; Domain I; Competency 002 CEC Standards / INTASC Principles 1- 8, & 10; SLO 3 & 5-7

State Standard VI. The student will understand and apply knowledge of procedures for planning instruction and managing teaching and learning environments. Chapters 1, 4, 5, 9-11, and 13; Domain II; Competency 003 CEC Standards / INTASC Principles 1-8, & 10; SLO 3 & 6

State Standard VII. The student will understand and apply knowledge of issues and procedures for teaching appropriate student behavior and social skills. Chapters 3, 8, 10, and 12-15; Domain II; Competency 006 CEC Standards / INTASC Principles 1-8, & 10; SLO 3, 8, & 9

State Standard VIII. The student will understand assistive technology as defined by state and federal regulations.

Chapters 3, 9, 10, and 13; Domain II; Competency 004 CEC Standards / INTASC Principles 1-8 & 10; SLO 1 & 8

State Standard IX. The student will understand and apply knowledge of transition issues and procedures across the life span.

Chapters 5-9 and 12-15; Domain II; Competency 007 CEC Standards / INTASC Principles 1-8 & 10; SLO 1-3, 6, 8, & 9

Course Requirements:

Grading:

A: 180-200 points	Demonstrates mastery of material and original thought
B: 160-179 points	Good command of material and clear, coherent thought
C: 140-159 points	Acceptable command of material: good expression but in need of refinement
D: 120-158 points	Incomplete and/or inadequate command of material
F: 119 points & below	Failing

Chapter Modules (11 @ 5 points each)	/55
Reflection Papers (2 @ 10 pts. Each)	/20
Research Paper	/60
Final Exam	/65
Total Possible	/200

Course Assignments

Chapter Modules (11 @ 5 points each = 55 points- submitted via Bb)

You will complete a weekly module that contains supplementary learning material that accompanies each assigned chapter from the text. Please read the assigned text chapter BEFORE beginning on the weekly module material. After completing the supplementary material, you will be asked to complete a summary of your learning, which may be in the form of a quiz, discussion board, etc. Please be thorough in your answers and cite any material used with APA 6th Edition formatting.

Reflection Papers (2 @ 10 points each = 20 points- submitted via Bb)

You will write a reflection paper on two topics outlined for you within Blackboard. Papers should be a minimum of 3 pages, double-spaced. Papers should also utilize APA 6th Ed. formatting and be comprised of citations reinforcing items discussed within each reflection paper.

Final (65 points- submitted via Bb)

Your final will consist of short answer, multiple choice and essay questions based on all chapters of your text. The final will be completed online in Blackboard. The date of availability and completion will be posted in Bb as the semester unfolds. ***No late submissions will be accepted.***

Research Paper (60 points submitted via TurnItIn via Bb)

This paper will be a minimum of 5-7 pages each (maximum 7-10 pages). You will utilize 6th Edition APA formatting. (I suggest you purchase a copy of the APA Manual, 6th edition). You will utilize a minimum of 8 peer-reviewed references for your paper, which should **not be more than 5 years old**, unless it is referencing a salient piece of seminal research. I suggest you start on this early!

Option One

The disproportionality within special education is an epidemic school districts and teachers face. Disproportionality of students in special education can either be exhibited through overrepresentation or underrepresentation of specific populations. Write a paper that discusses possible reasons for the disproportionality and educational implications.

Option Two

There has been a marked increase in the identification of ASD over the past 10 years. Write a paper that delineates possible reasons for this increase, explaining the etiology of the disorder and the educational implications for the disorder.

Policies

Deadlines:

All assignments should be turned in according to the course calendar due dates as outlined within the syllabus. Assignments turned in after the time listed will be considered late. Late assignments will be deducted a letter grade for each day that it is late. *Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student.*

Class participation:

As members of this learning community, professional participation from all learners is expected. Each student is expected to have completed the assigned readings each week, be professional in all online interactions, and prompt with assignment due dates. Each student will be responsible for all required readings (text and other assigned readings) and assignments prior to the time they are to be discussed and by the syllabus due date.

Participation in class online class elements are expected. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems, and ability to propose and evaluate solutions. It is expected that discussion in class will reflect reading related to the topic. All participants are expected to welcome open expression of opinions, attitudes, and beliefs. Please contact me, Dr. Peterson-Ahmad, should you have unusual circumstances that prevent you from participating in class and demonstrating professionalism. Participation and professionalism in class are critical to success in this course.

Expected Quality of Work

Papers

These requirements apply to any paper that is assigned and that is to be completed outside of the classroom:

- Use of word processor to produce written assignments
- 8.5 x 11 paper, no legal paper
- APA 6th Edition citation/usage
- Proofread paper for grammatical, mechanical, and spelling errors.

Professionalism

Student involvement in classes is aimed toward developing need skills and teacher attributes that will enable them to productive members of the teaching profession. It is expected that students will work to developing habits of punctuality, maturity, cooperation, initiative, enthusiasm, social sensitivity and tactfulness.

Disability Statement (See Student Handbook)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.tamusc.edu.

Academic Honesty: (See Student Handbook)

Students are expected to practice academic honesty and integrity in every aspect of this course and all courses. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Honesty Policy that is outlined in the student handbook. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. **Cheating:** deception in which a student misrepresents that he/she has mastered information on academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations. A student can be accused of academic dishonesty if he/she uses, or attempts to use, unauthorized assistance (e.g., asking someone else for an answer during a test, copying answers from another person's paper during a test, etc.), uses unauthorized study aids in examinations or other academic work (i.e., "cheat sheets" or textbooks/notes when that use has been disallowed by the faculty), or submits the work of another as his/her own.
2. **Fabrication:** A student can be accused of academic dishonesty if he/she submits, or attempts to submit material that is contrived or altered (e.g., making up data for an experiment, misrepresenting data, citing nonexistent articles, contriving sources, falsifying design and/or troubleshooting data, or padding estimates with intent to defraud customers, etc.)

3. **Plagiarism**: unacknowledged quotation, and/or paraphrase of someone else's word, ideas or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet, and submitting them as one's own work also constitutes plagiarism. A student can be accused of academic dishonesty if he/she uses the ideas, data or language of another without specific or proper acknowledgment.
The university subscribes to the Turnitin plagiarism detection service. Be aware that your paper may be submitted for detection at the discretion of the instructor.
4. **Multiple submission**: A student can be accused of academic dishonesty if he/she submits, without prior permission, any work previously submitted to fulfill another academic requirement (e.g., the unauthorized submission of a pre-existing paper or project).
5. **Misrepresentation of academic records**: A student may be accused of academic dishonesty if he/she misrepresents, tampers with or attempts to tamper with any portion of a student's transcripts or academic record (e.g., changing one's grade, altering computer records, falsifying academic information on one's resume, etc.).
6. **Facilitating Academic Dishonesty**: A student may be accused of academic dishonesty if he/she knowingly helps or attempts to help another violate the principles of academic integrity (e.g., working together on a take-home exam without instructor permission, providing another student with a pre-written paper or test, unauthorized collaboration of any kind, including online testing, giving answers to lab projects with the intent to help students take practical exams, etc.).
7. **Unfair Advantage**: A student may be accused of academic dishonesty if he/she attempts to gain unauthorized advantage over fellow students (e.g., acquiring unauthorized access to exam materials, preventing or interfering with another student's efforts, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use, holding equipment back so students are slowed or unable to complete labs, etc.).
8. **Violating known safety requirements**: A student may be accused of academic dishonesty if he/she acts so as to have unfair advantage during lab assignments and project testing, grading or jeopardizes the health, well-being or the students or others around him so as to gain unfair advantage on lab assignments or graded projects.
9. **Ethical misconduct**: A student may be accused of academic dishonesty if he/she violates client confidentiality or interferes with, alters, falsifies or inappropriately accesses or discloses client and/or agency or company records or trade secrets without authorization.

Non-Academic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and the student to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either the instructor's ability to conduct class, the ability of other students to profit from the instructional program, or campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Vice President for Student Affairs will adjudicate such behavior under non-academic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employees at the Texas A & M system is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Incomplete Grades

No grade of Incomplete will be issued. Grades will be calculated on what has been turned in up to that point

PLEASE SEE COURSE CALENDAR BELOW. Note: Course calendar may change at the discretion of the professor.

	Topics/Required Readings	Assignments (Please note that all assignments listed are due by 10:00PM or as otherwise noted)
WEEK 1 Aug. 28-Sept. 3	<i>Chapter 1</i>	Chapter 1 module due by 10pm on Sept. 3 in Blackboard
WEEK 2 Sept. 4- Sept.10	<i>Chapter 2</i>	Chapter 2 module due by 10pm on Sept. 10 in Blackboard
WEEK 3 Sept. 11- Sept. 17	<i>Chapter 3</i>	Chapter 3 module due by 10pm on Sept. 17 in Blackboard
WEEK 4 Sept. 18-Sept. 24	<i>Chapter 4</i>	Reflection Paper #1 due by 10pm on Sept. 24 th in Blackboard Chapter 4 module due by 10pm on Sept. 24 in Blackboard
WEEK 5 Sept. 25-Oct. 1	<i>Chapter 8</i>	Chapter 5 module due by 10pm on Oct. 1 in Blackboard
WEEK 6 Oct. 2- Oct. 8	<i>Chapter 6</i>	Chapter 6 module due by 10pm on Oct. 8 in Blackboard
WEEK 7 Oct. 9- Oct. 15	<i>Chapter 7</i>	Chapter 7 module due by 10pm on Oct. 15 in Blackboard
WEEK 8 Oct. 16-Oct. 22	<i>Chapter 8</i>	Reflection Paper #2 due by 10pm on Oct. 22 nd in Blackboard Chapter 8 module due by 10pm on Oct. 22 in Blackboard
WEEK 9 Oct. 23-Oct. 29	<i>Chapter 9</i>	Chapter 9 module due by 10pm on Oct. 29 in Blackboard
WEEK 10 Oct. 30- Nov. 5	<i>Chapter 10</i>	Chapter 10 module due by 10pm on Nov. 5 in Blackboard
WEEK 11 Nov. 6- Nov. 12	<i>Chapter 11</i>	Chapter 11 module due by 10pm on Nov. 12 in Blackboard
WEEK 12 Nov. 13-Nov.19	<i>Chapter 12</i>	Research Paper due by 10pm on Nov. 19 th in Blackboard Chapter 12 module due by 10pm on Nov. 19 in Blackboard
WEEK 13 Nov. 20- Nov. 26	<i>Chapter 13</i>	Chapter 13 module due by 10pm on Nov. 26 in Blackboard
WEEK 14 Nov. 27- Dec. 3	<i>Chapter 14</i>	Chapter 14 module due by 10pm on Dec. 3 in Blackboard
WEEK 15 De. 4- Dec. 10	<i>Chapter 15</i>	Chapter 15 module due by 10pm on Dec. 10 in Blackboard
WEEK 16 FINALS WEEK		Final Exam due by 10pm on Dec. 15 in Blackboard



TEXAS A&M UNIVERSITY
SAN ANTONIO

Texas A & M University-San Antonio
College of Education and Human Development
Department of Leadership and Educator Preparation

Fall 2017

Syllabus EDSE 5322

Course Title:	Educational Tests & Measurements of the Exceptional Learner
Course Description:	Examination of basic testing procedures and terminology as related to the exceptional learner. Analysis of statistics used in test development and interpretation of test data. Utilization of test data in developing individual education plans for effective programming.
Professor:	Dr. Mariya Davis
Contact Information:	Office: Madla building, Room 243 Office Hours: M 1:00pm-3:00pm Email: Mariya.Davis@tamusa.edu
Class Time & Location:	Online Students must have access to a computer and web browser to participate in this course. The university standard for online instruction is Blackboard, and the course will become available on the student homepage at the start of the semester.
Course Web Site:	http://tamusa.blackboard.com
Course Prerequisites:	EDSE 5360/5321
Course Objective:	This course will provide the graduate level students the ability to demonstrate knowledge and skill in assessment practices for students with disabilities. Extensive consideration will be given to RTI (Response to Intervention) and collaborative models of assessment for struggling students. In depth analysis and practical application of assessment for academic and behavior as well as other areas of special consideration will be utilized. Emphasis

includes appraisal issues in testing validity/reliability, basic test administration, curriculum and norm referenced assessment as well as educational assessment interpretation and intervention

- Textbooks:** McLoughlin, J. A., Lewis, R. B., & Kritikos, E. P. (2018). *Assessing students with special needs* (8th ed.). Upper Saddle River, NJ: Pearson
- Other materials/supplies:** access to internet and Blackboard and a working email; a copy of the Publication Manual of the American Psychological Association (6th Edition) is **strongly** recommended.
- Recommended Journals:** Assessment for Effective Intervention (Council for Educational Diagnostic Services)
The Dialog (Texas Educational Diagnosticians Association)

Student Learner Outcomes: Upon completion of this course, the student will be able to:

1. Discuss rights and responsibilities of students, parents, teachers, and other professionals
2. Utilize basic terminology of assessment process for students with disabilities
3. Demonstrate an understanding of legal and ethical issues regarding the assessment of individuals
4. Analyze various models of assessment utilized today and compare for impact on student identification and programming implications.
5. Evaluate methods of progress monitoring of students for pre-referral and post referral intervention strategy effectiveness
6. Identify changes within assessment processes at local, state, and federal level and analyze impact on student programming placement and outcomes.
7. Discuss key issues regarding cultural, linguistic, and learning differences among students its relevancy to assessment processes.
8. Demonstrate a fundamental knowledge of descriptive statistics, reliability, validity and norm-referenced testing as it applies to assessment procedures and processes for students with disabilities.
9. Analysis of curriculum-based, informal, and formal methods of academic assessment.
10. Evaluation of instruments and procedures utilized in behavior assessment.
11. Demonstrate an understanding of key issues within assessment of intelligence and adaptive behavior including commonly utilized instruments and methods of identification procedures.
12. Identify key issues within early childhood and transition assessments.
13. Demonstrate ability to conduct informal and formal beginning level assessments.
14. Within a case study format, apply assessment results to the development of individualized student programming and evaluate direct correlation of assessment and intervention strategies.

Professional Development Competencies:

This course is designed to provide the graduate level student with the necessary knowledge and skills to identify students with disabilities as well as develop effective individual educational plans and educational programming. Teachers and assessment specialists need to have a broad range of understanding when working with exceptional students. As a result, the following are CEC special education standards are used to provide a framework for the course content.

Standard 1: The student will be able to describe the philosophical, historical, and legal foundations of special education.

Standard 2: Describe and apply knowledge of professional roles and responsibilities and adhere to legal and ethical requirements of the profession

Standard 3: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard 4: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard 5: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard 6: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard 7: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard 8: The special education teacher understands assistive technology as defined by state and federal regulations.

Standard 9: The special education teacher understands and applies knowledge of transition issues across the life span.

Standard 10: The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard 11: The special education teacher promotes students' performance in English Language Arts and Reading.

Standard 12: The special education teacher promotes students' performance in Mathematics.

Activities, Assignments, and Grading Policy:

This is an online course with all instruction provided via Blackboard. If the Blackboard site is not available, wait 15 minutes and try again. If your own internet service is interrupted, it is your responsibility to locate a computer at a library, TAMUSA computer lab, internet cafe, copy shop, friend's house, etc. Extensions of due dates will not be given due to lack of internet service at home. Therefore, you should never wait until the last minute to upload assignments, take quizzes and exams, etc.

If you experience technical difficulties (that are not related to service interruption at home) at any point during the semester, please contact the IT help desk at 210-784-4357 (HELP). IT help desk hours can be found here: <http://www.tamusa.edu/its/index.html>.

You are expected to log in multiple times per week and be familiar with the structure and content of the Blackboard site. You are also expected to have completed the assigned readings, be professional in all interactions, and have an online presence. Please contact me if you have unusual circumstances that prevent you from participating in class and demonstrating professionalism. Participation and demonstrated professionalism in class are critical to success in this course.

You will be responsible for all required readings during the week they are assigned. All assignments, except the group project, should be completed independently and must be submitted through Blackboard according to the course calendar in the syllabus. Please note that emailed assignments will not be graded. Assignments turned in after the time listed in the syllabus will be considered late and will not be accepted. In case of extenuating circumstances, such as hospitalization, long-term illnesses, or traumatic events, please contact me as soon as possible to discuss any missed assignments.

Grades will be assigned based on your performance on assignments as outlined below:

Assignments:	Points
Introduction	5
Syllabus Quiz	10
Avoiding Plagiarism	10
Basics of APA Style	10
Quizzes	110
Discussion Board Posts	110
IRIS Modules (10 points each)	70
Example of Assessment	25
Case Study with Research	100
Group Project	50
Final Exam	100

Total points available:	600
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Final Grade: The final grade in this course will be assigned based on earned points and **will not** be subject to negotiation.

FINAL GRADE DETERMINATION	
Letter Grade	Percent Mastery, %
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

You can compute your final grade by dividing the total earned points by total points possible. No additional assignments for additional points/extra credit will be offered.

Major Course Assignments and Examinations:

Assignments for this course include the following: introduction, syllabus quiz, discussion board posts, quizzes, IRIS modules/activities, research articles analysis and synthesis, example of assessment, case study, group project, and final exam.

1. Introduction – 5 points (Due by 11:59p.m. 8/30/17)

Write an introduction to yourself that includes the following information: your name, your program, where you work and what you do, what you hope to get out of this course, as well as any background information about yourself that you feel comfortable sharing with others. In addition, please comment on at least two of your classmates' introductions.

2. Syllabus Quiz - 10 points (Due by 11:59p.m. 9/01/17)

On the first day of the semester, you should read the "START HERE" section on Blackboard and then carefully read through the entire syllabus. Then take the syllabus quiz.

3. Avoiding Plagiarism – 10 points (Due by 11:59p.m. 9/01/17)

You will be required to complete the **Avoiding Plagiarism: Giving Credit Where Credit Is Due** course offered within the Blackboard. It can also be accessed here <http://libguides.tamusa.edu/getsmart>

Upon completion (with 100% mastery), you will be provided with a certificate, which you will upload in Blackboard. You are automatically enrolled in this course. Should you experience any difficulties, please contact the College of Education and Human Development librarian Ms. Deirdre McDonald at 210-784-1503 or deirdre.mcdonald@tamusa.edu

4. Basics of APA style – 10 points (Due by 11:59p.m. 9/08/17)

You will be required to complete the **Basics of APA Style** course offered within the Blackboard. It can also be accessed here <http://libguides.tamusa.edu/getsmart>

Upon completion (with 100% mastery), you will be provided with a certificate, which you will upload in Blackboard. You are automatically enrolled in this course. Should you experience any difficulties, please contact the College of Education and Human Development librarian Ms. Deirdre McDonald at 210-784-1503 or deirdre.mcdonald@tamusa.edu

5. Quizzes – 10 points each (110 points total)

You will complete weekly quizzes based on required chapter readings from the textbook. Each quiz contains 10 questions. It is an open book quiz and you may use your notes during the quiz; however, each quiz has a 30 minutes time limit. Quizzes are due by **11:59 p.m. on Saturday** of the week they are assigned. Specific due dates for quizzes are found in the course calendar.

6. Discussion Board Posts – 10 points each (110 points total)

You will participate in sharing information regarding the topic for the week. In order to receive a full credit, your post should include:

- a) a summary of at least **three** most salient points you learned from reading the chapter with at least **one** reference to the material from the textbook; **do not** copy it directly from the book unless you put it in quotes and cite it
- b) information from one peer reviewed journal article on the subject of the chapter(s) with APA reference
- c) explanation of how what you have learned about the topic will be of **benefit to you** in your current and/or future professional work; include your reaction to the information learned
- d) your writing must be error free and in APA style
- e) two replies to your classmates' posts; you are welcome to respond more but these are the minimum expectations

Please note that discussions in this class are scholarly conversations that include statements with supporting evidence, such as references and citations. Be cautious of using personal experiences as they often constitute testimonials which can be highly prejudiced and not as effective as research-based evidence. Next, when responding to one of your classmates' post you want to add to it, provide another perspective, or clarify their response. Saying, "well done, I agree with you" will not earn any credit. Finally, in order to receive a full credit for the assignment, you must submit your responses on time. The due date for **your original post will always be on a Wednesday; the due date for responding to your classmates' posts will always be a Friday.** This allows an ongoing discussion of the topics throughout the week. Specific due dates for discussion board posts are found in the course calendar.

7. IRIS Module/Activity – 10 pints each (70 points total)

You will complete a total of seven IRIS Modules/Activities. The purpose is to extend your knowledge of a topic presented in the textbook. The link to each module is provided via Blackboard. Create a Microsoft Office document, use the module's title as your heading, copy the questions from the assessment section, and write your responses. In order to receive a full credit, make sure to answer all parts of each question. Specific due dates for IRIS Modules/Activities are found in the course calendar.

8. Example of Assessment – 25 points (Due by 11:59 p.m. on 10/28/17)

Obtain an example of a specialized assessment that has been conducted with a student with a disability. Examples: functional behavior assessment, dyslexia assessment, English language proficiency testing, campus-based achievement tests, cognitive assessment, functional vocational assessment, adaptive behavior test, social skills assessment, transition assessment, or a curriculum-based assessment. Contact me right away if unable to obtain an example of an assessment.

For this assignment, include the following information:

- a) The student's disability and other available background information
- b) Reason why assessment was performed
- c) The results of the assessment (what types of scores were obtained, etc.)
- d) How the results were used
- e) Your recommendations regarding the student's IEP in relation to the assessment results

9. Case Study: CBM Project – 100 points (Due by 11:59p.m. 12/02/17)

As a special education teacher you will often find yourself being asked to administer various achievement tests as well as interpret the scores and make recommendations. Over the course of the semester you will begin developing test administration, scoring, and interpretation skills which will be utilized for student assessment and program recommendations. In this case study, you will conduct a Curriculum-Based Measurement (CBM) assessing one of the following: Computation Fluency, Oral Reading Fluency, Reading Comprehension, or Written Expression. Parental permission will be obtained prior to beginning the assignment (permission form will be posted on Blackboard).

The purpose of this administration is to provide you with practice administering curriculum-based assessment tools and make instructional recommendations for a student with deficits in reading, writing, or math. You will need to identify and implement an instructional strategy to improve the student's skills in the identified area. Importantly, **all interventions utilized for this project must be evidence-based**. Resources may include the interventions identified in our textbook or the U.S. Department of Education's What Works Clearinghouse website: <http://ies.ed.gov/ncee/wwc/topic.aspx?sid=8>. You may also cite your own research and references. Further, throughout the class we will be spending time looking at current research literature regarding assessment strategies proven effective for working with students with disabilities. The second part of this assignment requires you to conduct a mini research relevant to the CBM you completed and write a paper in APA format analyzing 2 peer reviewed journal articles.

The CBM project will include the following steps:

- a) Select a student that you can teach on a regular basis for 2-3 times per week at a minimum of 15 minutes per session. You should have obtained parental permission earlier in the semester. Please keep in mind that all efforts must be made to protect the student's identity (do not use his/her real name, address, school, or any other identifiable information).
- b) Select a CBM for progress monitoring (e.g., Letter Sound Fluency, Word Identification Fluency, or Oral Reading Fluency).
- c) Establish a baseline and graph it.
- d) Write an annual IEP goal (what the student will accomplish in one year), and include the timeframe, condition, behavior, and mastery criteria.
- e) Based on an identified weakness for your student, select an evidence-based intervention to implement with your student for a minimum of 6 weeks. Take weekly CBM probes and graph data points.
- f) Plot the trend line and analyze the data points.
- g) Summarize and interpret the results of your intervention based on your data. Apply decision making after 4 consecutive probes on whether to modify instruction or goal line based on data.
- h) Find **2 current (2012-2017) peer reviewed journal articles** related to your CBM. You may find peer reviewed journals online at ERIC or ProQuest in the TAMUSA library. They may not come from web pages, online support systems, or other general internet type searches.
- i) Analyze 2 selected articles and compose a paper in APA format.
- j) Submit your final paper with all components (i.e., CBM, Intervention, Articles, Summary, and Personal Reflections) for grading via Blackboard.
- k) Submit a signed permission form as well.
- l) Develop a presentation of your case study and share with peers by posting it on the Discussion Board. Additional forms and instructions will be posted on the Blackboard (i.e., permission to test, rubrics, etc.).

CBM training materials, administration and scoring sheets, and administration manuals are located here:

<http://www.jimwrightonline.com/html/docs/interventions/cbmwarehouse.php>

A writing tutorial and writing assistance: <http://www.tamusa.edu/university-college/Student-Academic-Success-Center/tutoringservices/JaguarWritingCenter.html>

APA, 6th edition format:

<https://owl.english.purdue.edu/owl/resource/560/01/>, www.apastyle.org,
<http://citationmachine.net/>

10. Group Project: Test Analysis – 50 points (Due by 11:59p.m. 12/09/17)

Each student will participate in a cooperative learning group. You will meet with your group on campus, via Blackboard Cooperative Launcher, via Zoom, Skype, or any other method your classmates may prefer. Each group will be assigned one of the following standardized tests to analyze:

Math Assessment - **KeyMath-3**

Reading Assessment - **Gray Oral Reading Test (GORT-5)**

Oral Language Assessment - **Peabody Picture Vocabulary Test (PPVT-4)**

Comprehensive Achievement Test – **Wechsler Individual Achievement Test (WIAT-3)**

You will prepare a written document that includes answers to the following questions:

What is the purpose of this test?

What are the basic testing procedures?

How are the results documented and presented to relevant professionals and the parents?

How are the results used?

How could you use informal measures such as observations and the student's daily work to enhance the results of this test?

As a group, you will also prepare a presentation in an electronic format (e.g. PowerPoint, Prezi, etc.) and submit for grading via Blackboard by the due date. Include a demonstration of the test. Only one final product should be submitted per group. In addition, you will share your final product with the rest of the class by posting it on the Discussion board and commenting on your classmates' work.

11. Final Exam – 100 points (Due by 11:59p.m. 12/15/17)

The purpose of the exam is to test your knowledge over what you have learned throughout the course. The exam will be open book/notes; however, the exam must be completed within **4 hours after you open it.**

COURSE POLICIES

Technology Requirements:

Because this is an online course, you are expected to possess basic technology skills and check your email daily. It is expected that you have the following skills: sending/receiving emails, attaching documents to emails, creating tables, using Microsoft Word, PowerPoint, and submitting artifacts to Blackboard. However, if you are struggling with technology, please post your questions on Questions & Coffee forum, or contact the IT help desk <http://www.tamusa.edu/its/index.html>. In many cases, you can find answers to your question on Google or other search engines.

Blackboard and E-mail Notification Policy:

To participate in this course, you must have access to internet and Blackboard. In addition, you must have a working email account linked to Blackboard to ensure receipt of all course communication. You will be responsible for checking your e-mail regularly for class related announcements. Contact Information Technology Services help desk for assistance.

This is an online course with all instruction provided via Blackboard. If the Blackboard site is not available, wait 15 minutes and try again. If your own internet service is interrupted, it is your responsibility to locate a computer at a library, TAMUSA computer lab, internet cafe, copy shop, friend's house, etc. Extensions of due dates will not be

given due to lack of internet service at home. Therefore, you should never wait until the last minute to upload assignments, take quizzes and exams, etc.

If you experience technical difficulties (that are not related to service interruption at home) at any point during the semester, please contact the IT help desk

<http://www.tamusa.edu/its/index.html>.

Class attendance policy:

As members of this learning community, participation from all learners is important; therefore, your participation in class discussions is expected. Although there are no required in-class meetings for this course, weekly “attendance” on Blackboard is required. You are expected to log into Blackboard and check the Announcements board regularly, participate in weekly discussions, and submit all of your assignments on time. In addition, you are expected to check your e-mail at least once a day for course related e-mails.

Class participation:

Participation in class discussions is expected. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems, and ability to propose and evaluate solutions. It is expected that discussion in class will reflect reading related to the topic. All participants are expected to welcome open expression of opinions, attitudes, and beliefs.

You are expected to log in multiple times per week and be familiar with the structure and content of the Blackboard site. You are also expected to have completed the assigned readings, be professional in all interactions, and have an online presence. Please contact me if you have unusual circumstances that prevent you from participating in class and demonstrating professionalism. Participation and demonstrated professionalism in class are critical to success in this course.

Person-First Language:

Our language is a reflection of our attitudes. Always refer to individuals with disabilities with respect. Strive to use person-first language at all times and refer to the person first. For example, say “a student with autism” and not “an autistic child”. Other examples and APA guidelines are provided on the Blackboard (see Person-First Language section).

Classroom Climate:

A respectful atmosphere should be maintained at all times. In this class we treat each other with respect regardless of gender, age, race, ethnicity, religious affiliation, sexual orientation, political beliefs, etc. As in any learning environment that includes discussion and critical thinking, there are inevitably many differing viewpoints. These differences can enhance class discussion and encourage students to think and learn. Therefore, respect the viewpoints of other students and refrain from hostile comments during disagreements. It is my expectation that all students consider this class a safe learning environment.

Communication:

In the "START HERE" introduction, I will orient you to the course by answering some questions. If you have further questions, please post them in the "Questions & Coffee" discussion forum, accessible by clicking the "Discussion boards" link in the left hand side bar. This forum is for you to pose questions and general musings pertinent to the course, and interact with each other throughout the semester. Since the main function of this forum is Q&A, please post your questions here before emailing me. I will monitor this board and answer any questions that have not been yet answered. Posting questions in this forum enables all students to respond and to benefit from the answers. It is my desire that all of my students benefit from this course. If you need to email me privately for assistance, please use the **Blackboard Messages** feature.

I request your prompt communication about any confusion, frustration, or anxiety related to the course. Please bring your questions and concerns to light immediately, so we can put in place appropriate and acceptable solutions. It is my policy to respond to emails within 24 hours during the week, and up to 48 hours on a weekend. Please note, it may take me longer to respond if you email me during a break. As a rule, I discuss grades in face-to-face meetings to ensure clear communication and understanding. Should you have any questions about your grades or performance in this class, please email me to schedule an office visit or an online conference.

Deadlines:

All assignments are due to Blackboard by 11:59 p.m. on the designated date. All assignments must be submitted on time (see the syllabus for due dates). **No late assignments will be accepted.**

Due to the online nature of this class, you have flexibility in completing your work by choosing where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. Be proactive and plan ahead as there will be **NO** make-up activities or exams for this course.

***Note:** Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. All arrangements must be made via Blackboard email correspondence for archiving purposes. Relevant documentation (e.g., doctor's note, hospital discharge paper) will be required.*

Incomplete Grades:

You will be assigned a final grade based on your point total at the end of the semester. This is the grade you earned and **NO** negotiations regarding this grade will be entertained. If you "need" a certain grade in the class, then you need to earn it. An "Incomplete" **will not** be assigned for lack of assignment completion due to procrastination, short-term illness, or dissatisfaction with the grade earned.

Extra Credit:

NO extra credit will be offered. You have plenty of assignments to complete, and I have plenty to grade. Therefore, you should not ask for extra credit work as no additional assignments for additional points will be offered.

Expected Quality of Work

These requirements apply to any paper that is assigned:

- Use of word processor to produce written assignments (font size 12, 1-inch margins, double spaced, Times New Roman).
- All aspects of APA 6th edition formatting, including APA citation style and formatting with running head, heading, and subheadings
- Proofread paper for grammatical, mechanical, and spelling errors. Both content and quality of the student's writing will be considered. Quality of writing includes clarity of expression, use of inclusive language, appropriate use of references, and correct grammar, spelling and punctuation.
- Assigned paper length is for narrative and **does not include** title page, abstract, table of contents, or reference pages if present.
- **All papers are submitted in Blackboard for grading and archiving purposes. Emailed assignments will not be graded.**
- *It is highly suggested that students use the Writing Center for help with any written assignment or project*

Assignment Submission:

Blackboard is used for submission of assignments and will be checked to grade assignments. All assignments must be submitted via Blackboard in a designated folder for grading and archiving purposes. Therefore, assignments sent via email **will not** be accepted and **will not** be graded.

Please upload all documents for a submission at one time. Post a question in the "Questions & Coffee" discussion for support with Blackboard submissions if needed.

Professionalism:

Student involvement in classes is aimed toward developing need skills and teacher attributes that will enable them to productive members of the teaching profession. It is expected that students will work to developing habits of punctuality, maturity, cooperation, initiative, enthusiasm, social sensitivity and tactfulness.

Please know that professionalism is a factor I strongly considered when awarding a final grade for this course.

Professional behavior in this class requires the following:

1. Being on time and prepared for class.
2. Completing original work on time.
3. Voicing disagreement in a professional rather than a reactive manner.
4. Interacting positively with peers and professors.
5. Never using technology devices during class for personal communication.
6. Using person first language when speaking and writing about individuals with disabilities.

Disability Statement: (See Student Handbook)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in room 210 and at the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.tamus.edu.

The Tutoring Center at Texas A&M University–San Antonio provides academic assistance to students in TAMU-SA's schools of Business, Education, and Arts and Sciences. Literacy tutors help students develop reading skills, prepare oral presentations, and plan, draft, and revise their papers. The goal of TAMU-SA tutors is to empower students to succeed academically. Appointments are made by calling (210) 784-1332 or by emailing Tutoring@tamusa.edu. For more information, please visit <http://www.tamusa.edu/university-college/Student-Academic-Success-Center/tutoringservices/>

Additional academic skill resources can be found in **The JAGS (Jaguar Academic Guides to Success) Program**. JAGS offers academic skill building strategies and can assist you in developing an effective academic success plan. For more information, please visit <http://www.tamusa.edu/studentengagementsuccess/Student-Academic-Success-Center/jaguaracademicguideforsuccess/index.html>

Academic Misconduct Policy: (See Student Handbook)

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook at <http://bit.ly/TAMUSASStudentHandbook>.

Through the Academic Misconduct Process, the course Professor will meet with the student and fill out the Academic Misconduct Incident Form. This process is clearly listed in the Student Handbook. University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. All information is then referred to The Office of Student Rights and Responsibilities where sanctions can vary from a warning up to possible expulsion from the University.

Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

Forms of Academic Dishonesty:

1. **Cheating**: deception in which a student misrepresents that he/she has mastered information on academic exercise that he/she has not mastered; giving or receiving aide unauthorized by the instructor on assignments or examinations. **A student can be accused of academic dishonesty if he/she uses, or attempts to use, unauthorized assistance (e.g., asking someone else for an answer during a test, copying answers from another person's paper during a test, etc.), uses unauthorized study aids in examinations or other academic work (i.e., "cheat sheets" or textbooks/notes when that use has been disallowed by the faculty), or submits the work of another as his/her own.**
2. **Fabrication**: A student can be accused of academic dishonesty if he/she submits, or attempts to submit material that is contrived or altered (e.g., making up data for an experiment, misrepresenting data, citing nonexistent articles, contriving sources, falsifying design and/or troubleshooting data, or padding estimates with intent to defraud customers, etc.)
3. **Plagiarism**: unacknowledged quotation, and/or paraphrase of someone else's word, ideas or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet, and submitting them as one's own work also constitutes plagiarism. A student can be accused of academic dishonesty if he/she uses the ideas, data or language of another without specific or proper acknowledgment. **The university subscribes to the Turnitin plagiarism detection service. Be aware that your papers must be submitted via Turnitin.**
4. **Multiple submission**: A student can be accused of academic dishonesty if he/she submits, without prior permission, any work previously submitted to fulfill another academic requirement (e.g., the unauthorized submission of a pre-existing paper or project).
5. **Misrepresentation of academic records**: A student may be accused of academic dishonesty if he/she misrepresents, tampers with or attempts to tamper with any portion of a student's transcripts or academic record (e.g., changing one's grade, altering computer records, falsifying academic information on one's resume, etc.).
6. **Facilitating Academic Dishonesty**: A student may be accused of academic dishonesty if he/she knowingly helps or attempts to help another violate the principles of

academic integrity (e.g., working together on a take-home exam without instructor permission, providing another student with a pre-written paper or test, unauthorized collaboration of any kind, including online testing, giving answers to lab projects with the intent to help students take practical exams, etc.).

7. Unfair Advantage: A student may be accused of academic dishonesty if he/she attempts to gain unauthorized advantage over fellow students (e.g., acquiring unauthorized access to exam materials, preventing or interfering with another student's efforts, lying about a need for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's own use, holding equipment back so students are slowed or unable to complete labs, etc.).
8. Violating known safety requirements: A student may be accused of academic dishonesty if he/she acts so as to have unfair advantage during lab assignments and project testing, grading or jeopardizes the health, well-being or the students or others around him so as to gain unfair advantage on lab assignments or graded projects.
9. Ethical misconduct: A student may be accused of academic dishonesty if he/she violates client confidentiality or interferes with, alters, falsifies or inappropriately accesses or discloses client and/or agency or company records or trade secrets without authorization.

Non-Academic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and the student to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either the instructor's ability to conduct class, the ability of other students to profit from the instructional program, or campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Vice President for Student Affairs will adjudicate such behavior under non-academic procedures.

Electronic Devices*

The use of electronic devices that may cause a disruption in class is prohibited, such as cell phones, computers, iPads, etc. The use of a computer for educational accommodation is permitted with written notice of such need from the Disability Support Services (Rm. 127). Please silence or turn off all cell phones at the initiation of each class. Additionally, all electronic devices are to be left in the classroom during testing in the event there is a need to leave the room for a particular reason. *Not applicable to an online class.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employees at the Texas A & M system is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Tentative Calendar of Classes & Assignments:

**EDSE 5322 - Fall 2017
Course Calendar**

The following will serve as the format for course content and schedule. The format and/or content may be modified as necessary.

Date	Class Topic	Reading/Assignments*
8/28 Week 1	Introduction Syllabus Chapters 1 & 2: Special Education Assessment The Assessment Process	Read chapters 1 and 2 Blackboard introduction due by 11:59p.m. on 8/30/17 Syllabus quiz due by 11:59p.m. on 9/01/17 Quiz 1 due by 11:59p.m. on 9/01/17 Discussion 1** Avoiding Plagiarism due by 11:59pm on 9/01/17
9/04 Week 2	Chapters 3 & 4 Including Parents and Families in the Assessment Process Selection of Assessment Tools	Read chapters 3 and 4 Quiz 2 due by 11:59p.m. on 9/08/17 Discussion 2** Basics of APA style due by 11:59p.m. on 9/08/17 Obtain Permission form for testing (to be submitted with the case study)
9/11 Week 3	Chapters 5 & 6 Standardized Tests Classroom Assessment	Read chapters 5 and 6 Quiz 3 due by 11:59p.m. on 9/15/17 Discussion 3** IRIS Module Classroom Assessment (part 1) due by 11:59 p.m. on 9/15/17

9/18 Week 4	<p>Chapters 7 & 8 Intellectual Performance Adaptive Behavior</p> <p>Research Articles Analysis and Synthesis Paper – How to use a Matrix</p>	<p>Read chapter 7 and 8</p> <p>Quiz 4 due by 11:59p.m. on 9/22/17</p> <p>Discussion 4**</p>
9/25 Week 5	<p>Chapter 9 Learning Disabilities</p>	<p>Read chapter 9</p> <p>Quiz 5 due by 11:59p.m. on 9/29/17</p> <p>Discussion 5**</p> <p>IRIS Module The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns (due by 11:59 p.m. on 9/29/17)</p>
10/02 Week 6	<p>Chapter 10 Classroom Behavior and Behavioral Disorders</p>	<p>Read chapter 10</p> <p>Quiz 6 due by 11:59p.m. on 10/07/17</p> <p>Discussion 6**</p> <p>IRIS Activity Behavior Assessment: Conduct an A-B-C Analysis due by 11:59 p.m. on 10/07/17</p>
10/09 Week 7	<p>Chapters 11 & 12 Academic Achievement Assessment of English Language Learners</p>	<p>Read chapter 11 and 12</p> <p>Quiz 7 due by 11:59p.m. on 10/14/17</p> <p>Discussion 7**</p> <p>IRIS Module Instructional and Testing Support for Students with Disabilities due by 11:59 p.m. on 10/14/17</p>

10/16 Week 8	Chapter 13 Assessment of Academic Skills: Reading	Read chapter 13 Quiz 8 due by 11:59p.m. on 10/21/17 Discussion 8** IRIS Module Classroom Assessment (part 2) due by 11:59 p.m. on 10/21/17
10/23 Week 9	Chapter 14 Assessment of Academic Skills: Mathematics	Read chapter 14 Quiz 9 due by 11:59p.m. on 10/28/17 Discussion 9** IRIS Activity Mathematics: Identifying and Addressing Student Errors due by 11:59 p.m. on 10/28/17 Example of Assessment due by 11:59p.m. 10/28/2017
10/30 Week 10	Chapter 15 Assessment of Academic Skills: Written and Oral Language	Read chapter 15 Quiz 10 due by 11:59p.m. on 11/04/17 Discussion 10**
11/06 Week 11	Chapters 16 & 17 Early Childhood Assessment Assessment for Transition Education and Planning	Read chapters 16 and 17 Quiz 11 due by 11:59p.m. on 11/11/17 Discussion 11** IRIS Module Secondary Transition due by 11:59 p.m. on 11/11/17

11/13 Week 12	Work on Case Study***	
11/20 Week 13	Thanksgiving Break	
11/27 Week 14	Case Study: Data-based Decision Making	Case Study: CBM Project due by 11:59p.m. 12/02/17
12/04 Week 15	Group Project: Test Analysis	Group Project must be submitted for grading <u>and</u> posted on the Discussion board by 11:59 p.m. on 12/09/17
12/11 Week 16	Final Exam	Complete online by 11:59 p.m. 12/15/17

*All assignments are due to Blackboard by 11:59 p.m. on the designated date.

All Discussion Board posts are due by 11:59 p.m. on **Wednesday and all Discussion Board replies are due by 11:59 p.m. on **Friday** of the week they are assigned.

***It is recommended that you seek assistance with your research paper by scheduling a meeting with your professor, success coach, or a JAGS tutor at different stages of writing, especially the draft and final stages.

Texas A & M University – San Antonio
College of Education and Human Development
Department of Educator and Leadership Preparation

Fall 2016

Course Number & Title: EDSE 5324 Designing Instructional and Behavioral Programs for Special Populations

Course Description: Major program designs, curricular goals, content and instructional strategies effective with persons identified as having a range of handicapping conditions and provision of a supportive rationale for these strategies based upon current literature, research and practice.

Professor: Allegra Montemayor, PhD

Contact Information: Email: allegra.montemayor@tamusa.edu
Office hours: By appointment only

Class Time & Location: Monday 5:30 pm - 6:45 pm // Madla Building, Room 209

Course Web Site: <http://tamusa.blackboard.com>

Course Prerequisites: EDSE 5360/5321

Course Objective: This course will provide graduate level students with a solid base of knowledge regarding the principles, practices, and research based strategies proven effective for teaching students with learning and behavior problems in elementary and secondary schools.

Textbooks: Ebook (Vaughn, S. & Bos, C. (2015). *Strategies for Teaching Students with Learning and Behavior Problems*. Boston: Allyn & Bacon.

Student Learner Outcomes: Upon completion of this course, the student will know:

1. The meaning of the exceptional learner struggling with academic and behavioral expectations and the supporting role of special education.
2. The value of effectively understanding varied learner characteristics and planning instruction accordingly to support learning and behavior problems in the classroom.
3. Legislation, procedures, and practices supporting effective Response to Intervention (RtI) for students struggling to meet academic and behavioral expectations.
4. The effect of the family's involvement in the education of children who have learning and behavior problems.
5. Critical components of assessing and instructing students with learning and behavior problems in core academic skill and content areas.
6. Various scientifically based research strategies proven effective for teaching students with learning and behavior problems.
7. Application of Universal Design for Learning, Differentiated Instruction, and Assistive Technology to core academic skill and content areas for increased student engagement and achievement.
8. Facets of transition planning and their impact on educational processes for students with learning and behavioral problems.
9. The special education teacher's role in supporting inclusion and strategies in a variety of delivery models.

Professional Development Competencies Alignment with Course Content

This course is designed to provide the graduate level student with the necessary knowledge and skills to identify students with disabilities as well as develop effective individual educational plans and educational programming. Teachers and assessment specialists need to have a broad range of understanding when working with exceptional students. As a result, the following are CEC special education standards are used to provide a framework for the course content.

Standard 1: The student will be able to describe the philosophical, historical, and legal foundations of special education.

Standard 2: Describe and apply knowledge of professional roles and responsibilities and adhere to legal and ethical requirements of the profession

Standard 3: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard 4: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard 5: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard 6: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard 7: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard 8: The special education teacher understands assistive technology as defined by state and federal regulations.

Standard 9: The special education teacher understands and applies knowledge of transition issues across the life span.

Standard 10: The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard 11: The special education teacher promotes students' performance in English Language Arts and Reading.

Standard 12: The special education teacher promotes students' performance in Mathematics.

Class Assignments:

Activity	Points	SLOs	PDCs
UDL Accommodation Guide	20	1-2, 5-6, 8	3-8, 10-12
Blackboard Online Assessment Activities	15	5-6	4-7, 10-12
Strategy Instruction e-Portfolio	25	5-6	4-7, 10
Explicit Instruction Lesson Plan	20	5-6	5-6, 11
Research Based Strategy Paper	10	1-9	1-2, 3-12
Test (Midterm)	10	1-9	1-2, 3-12
Total points = 100			

Student Evaluation

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = below 60

Student Requirements

1. Blackboard Online Assessment Activities (15 points)

We will have both face to face and online meetings throughout the semester. Both modalities will include written and/or discussion activities on Blackboard. Students are expected to participate actively as well as professionally. Points will be awarded for attendance and participation. Class activities cannot be made up if missed nor will extra credit opportunities be given for loss of points due to absence.

2. Strategy Instruction e-Portfolio (25 points total)

Students will create 5 PowerPoint slides that demonstrates knowledge of different instructional strategies to teach any content area of your choice.

1. Identify one disability category
2. Select one content area (e.g. reading) or behavior and/or social skill(s) area.
3. Locate 5 instructional strategies (e.g. graphic organizers, mnemonics, PECS, video modeling, etc.)
4. Using PowerPoint slides, include the following information.

3. Explicit Instruction Lesson Plan (20 points)

Over the course of the semester, each student will construct one lesson plan. This lesson plan will follow the explicit instruction format related to the designated instructional area as well as concepts studied in the course. The appropriate Texas Essential Knowledge and Skills behavior objective should be listed as well as a specific lesson objective (that includes a condition, behavior, and criteria).

Each of the explicit instruction components should be described clearly and in detail. Each lesson plan will be accompanied by a recommended list of accommodations for the student. A lesson plan rubric is posted on Blackboard. A summary of each lesson plan will be presented to the class.

Students will be paired up to work on this lesson plan. You may choose to plan an elementary or secondary lesson plan, per pair. You may choose any content area. Each student will receive the same grade on the lesson plan. You can pick inclusion or self-contained setting (e.g. lesson plan can be for a small group, for 3 students or 1 student; or 40 students in one whole group class).

4. Test (10 points)

Students will be administered a midterm at the midpoint of the fall semester. The test will consist of short answer essay questions. The test will be posted online at the designated date. You will have a total of 2 hours and 30 minutes to complete the test.

5. Research Based Strategy Paper (10 points)

Students will research a strategy that is appropriate for students with disabilities. The strategies must appear in peer-reviewed journals. Using an article from a journals, students will write a **one-page summary** of the strategy. The summary must contain the following components: a. description of the strategy, b. population of students for whom the strategy is appropriate, c. research findings from the articles, d. how the strategy would be used in the classroom.

5. UDL-DI Accommodations Guide: (20 points)

Throughout the course we will be discussing UDL (Universal Design for Learning), DI (Differentiated Instruction) and other AT (Assistive Technology) accommodations for students with learning and behavioral challenges. As a special education teacher you will often be called on as the “expert” to provide suggestions for different behaviors. Your final project of the course will be to create an Accommodation Guide that you can use for teacher support. Additional information and a rubric will be posted on Blackboard.

Deadlines:

All assignments are due by the end of the day on the assigned date and must be turned in via Blackboard. **No assignments will be accepted after this time on the due date.** Exceptions may be made if *prior arrangements* are made 24 hours ahead of time or in the case of a documented emergency such as a death in the family.

Note: *Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student and at the discretion of the faculty. All arrangements must be made via BB email correspondence for archive purposes.*

Class participation:

Participation in class discussions is expected. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems, and ability to propose and evaluate solutions. It is expected that discussion in class will reflect reading related to the topic. All participants are expected to welcome open expression of opinions, attitudes, and beliefs.

Class attendance policy:

A vital part of every student's education is regular attendance of class meetings. Every faculty member is to keep a current attendance record on all students. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs (see graduate handbook for details). Should a student choose to drop the course, the student is solely responsible for ensuring they are officially dropped from the Registrar's office.

Key Points to Remember

- Class attendance will be checked. It is the responsibility of the student to assure that his/her presence has been noted.
- Punctuality is expected as part of professional responsibility and courtesy. ***More than 15 minutes late (or leaving early) in a class period is considered a tardy and 2 tardies equal 1 absence.***
- This means that **class will officially start at 5:30 and a tardy will be counted as of 5:45 pm.** We will be working through break time to make up for the class schedule change so feel free to feel free to discretely come/go during class as the need arises.
- **Classes meeting Once/week classes will have 4 point deduction for each absence beyond the 1st.** Full absence deduction will be taken on group presentation dates.
- An **absence on a presentation or assignment-due date will result in a 25% deduction for that assignment** (i.e., points allotted to the presentation portion of the assignment) unless prior arrangements for *exceptional circumstances* have been made with the instructor.

Expected Quality of Work

Papers

These requirements apply to any paper that is assigned and that is to be completed outside of the classroom: Use of word processor to produce written assignments (12 font, 1" margins, double spaced, Times New Roman), APA citation style and formatting with running head and subheadings (no cover page required). Proofread paper for grammatical, mechanical, and spelling errors. Both content and quality of the student's writing will be considered. Quality of writing includes clarity of expression, appropriate use of references, and correct grammar, spelling and punctuation.

Professionalism

Student involvement in classes is aimed toward developing needed skills and teacher attributes that will enable them to become productive members of the teaching profession. It is expected that students will work to develop habits of punctuality, maturity, cooperation, initiative, enthusiasm, social sensitivity and tactfulness.

Questions and Assignment Submissions:

All questions should be directed to allegra.montemayor@tamusa.edu for a timely response using Blackboard for archive and purposes. Per University policy, students should be using their Jaguar account for university correspondence. Check with the computer lab assistants for support in setting up your account if it has not already been done as well as how to forward it to your personal email account if you so desire.

Disability Statement: (Check Blackboard website for additional information)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335. Visit our website at <http://www.tamusa.tamus.edu/SEAS/StudentEngagement.html> for more information or you may email Counseling and DSS at dsupport@tamusa.tamus.edu.

Academic Misconduct: (Check Blackboard website for additional information)

Students are expected to practice academic honesty in every aspect of this course and all courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. **Cheating:** deception in which a student misrepresents that he/she has mastered information on academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. **Academic misconduct:** tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. **Fabrication:** use of invented information or falsified research.
4. **Plagiarism:** unacknowledged quotation, and/or paraphrase of someone else's word, ideas or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet, and submitting them as one's own work also constitutes plagiarism.

Non-Academic Misconduct (Check Blackboard website for additional information)

The university respects the rights of instructors to teach and the student to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either the instructor's ability to conduct class, the ability of other students to profit from the instructional program, or campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Dean of Students will adjudicate such behavior under non-academic procedures.

Electronic Devices

The use of a computer/iPad for educational purposes during class is allowed with the student being responsible to ensure no class disruption. Please silence or turn off all cell phones. NOTE: During presentations it is expected that all electronic devices be turned off and laptops closed to support audience attention and participation in the peer presentation.

Sexual Misconduct (Check Blackboard website for additional information)

Sexual harassment of students and employees at Texas A & M San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Resources

Special Needs Policy: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is **(210) 784-1335**. For more information, please visit the DSS website at <http://www.tamusa.tamus.edu/studentengagementsuccess/dss/index.html>


The Tutoring Center at Texas A&M University–San Antonio provides academic assistance to students in TAMU-SA's schools of Business, Education, and Arts and Sciences. Literacy tutors help students develop reading skills, prepare oral presentations, and plan, draft, and revise their papers. The goal of TAMU-SA tutors is to empower students to succeed academically. Appointments are made by calling **(210) 784-1329** or by emailing Tutoring@tamusa.tamus.edu.

Additional academic skill resources can be found in **The JAGS (Jaguar Academic Guides to Success) Program**. JAGS offers academic skill building strategies and can assist you in developing an effective academic success plan. For more information, please visit the Tutoring Services website: <http://www.tamusa.tamus.edu/studentengagementsuccess/tutoringservices/>

EDSE 5324 Designing Instructional and Behavioral Programs for Special Populations

Fall 2016

Course Schedule (subject to change)

Date	Topics Covered	Readings & Assignments Due
Week 1: Aug 22, 2016	Course Introduction & Syllabus Overview of Assignments	
Week 2: August 29 2016	Monitoring and Teaching for Understanding Concepts: <ul style="list-style-type: none"> • Case Studies • Characteristics of Students with Disabilities (IDEA categories) • IEPs • Teaching Students with Disabilities 	Reading: Vaughn & Bos, Chapter 1
September, 5, 2016	LABOR DAY! 	
Week 3: Sept 12, 2016	Approaches to Learning and Teaching Concepts: <ul style="list-style-type: none"> • Lesson Planning Strategies • Applied Behavior Analysis • Stages of Learning 	Reading: Vaughn & Bos, Chapter 2
Week 4: Sept 19, 2016	Response to Intervention & Multi-Tier System of Supports Concepts: <ul style="list-style-type: none"> • RTI • Role of Teacher in RTI 	Reading: Vaughn & Bos, Chapter 3
Week 5: Sept 26, 2016	Managing Behavior Concepts: <ul style="list-style-type: none"> • Positive Behavior Supports • Functional Behavior Assessments 	Reading: Vaughn & Bos, Chapter 4 Assignment: Lesson Plan Due by 11:59 pm

Week 6: Oct 3, 2016	<p>Co-Teaching and Collaborating: Working with Professionals and Families</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Consultation & Collaboration • Communication • Addressing Needs of the Family <p>How to use the library as a resource to find research-based instructional strategies</p>	<p>Reading: Vaughn & Bos, Chapter 5</p> <p>Begin working on Strategy Instruction e-Portfolio</p>
Week 7: Oct 10, 2016	<p>Assessing and Teaching Oral Language</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Language Instruction • Strategies/Considerations to address Culturally & Linguistic Needs 	<p>Reading: Vaughn & Bos, Chapter 6</p> <p>Work on Strategy Instruction e- Portfolio</p>
Week 8: Oct 17, 2016	<p>Midterm (Chapters 1-6)</p>	<p>Midterm due tonight by 11:59 pm</p>
Week 9: Oct 24, 2016	<p>Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Guide Reading Instruction • Decoding Strategies • Phonics, Word Strategies <p>Assessing and Teaching Reading: Fluency and Comprehension</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Common Core Standards – Reading • Reading Fluency/Comprehension <p>Strategy Instruction e-Portfolio Presentations</p>	<p>Reading: Vaughn & Bos, Chapter 7</p> <p>Vaughn & Bos, Chapter 8</p> <p>Assignments: Strategy Instruction e- Portfolio due by 5:30 pm</p>
Week 10: Oct 31, 2016	<p>Assessing and Teaching Writing and Spelling</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Improved Writing Outcomes • Spelling Instructional Strategies 	<p>Reading: Vaughn & Bos Chapter 9</p>



Week 11: Nov 7, 2016	<p>Assessing and Teaching Content Area Learning and Vocabulary</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Word Instruction • Content Area Reading • Adaptations 	<p>Reading: Vaughn & Bos Chapter 10</p>
Week 12: Nov 14, 2016	<p>Assessing and Teaching Mathematics</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Assessment and Instruction in Mathematics 	<p>Reading: Vaughn & Bos, Chapter 11</p> <p>Assignment: Research Based Strategy Paper due by 11:59 pm</p>
Week 13: Nov 21, 2016	No Class Meet	Check Blackboard
Week 14: Nov 28, 2016	No Class Meet	Check Blackboard
Week 15: Dec 5, 2016	Work on UDL-DI Accommodations Guide	Check Blackboard
Week 16: Dec 9, 2016	UDL-DI Accommodations Guide Due	Friday, December 9 th due by 11.59 pm



TEXAS A&M UNIVERSITY
SAN ANTONIO

**Texas A & M University-San Antonio
College of Education and Human Development
Department of Educator and Leadership Preparation
Fall 2016 -Syllabus
EDSE 5301 Research in Special Education (Online format)**

Instructor: Dr. Lydia Gerzel-Short
Phone: 815-501-9240
Number of Credits: 3

email: lydia.short@comcast.net
Office Hours: By Appointment

Course Prerequisites: Admissions to Graduate Program (Recommended to be taken in second half of the program)

Required Textbook (ebook): Leedy & Ormrod (2013). *Practical Research: Planning and Design*.
Boston: Pearson Education, Inc.

Recommended: APA Manual (6th Edition) (reference) & TAMU-SA Thesis Manual (reference)

Course Description: Course addresses basic concepts associated with research as well as historical development of research methodologies. Emphasis will be on research design and the exploration of threats to various types of validity and reliability. Students will be expected to critically evaluate existing research and understand how research impacts policies and procedures in education. Focus will be on research in applied educational settings. This course is writing intensive and students are expected to generate new knowledge in an educational area of choice.

The APA 6th Edition manual style will be utilized. This course meets the requirements for Plan II and Plan III graduation requirement of a research project produced as a major assignment in a 3 hour 5000 level, research-titled course.

Course Objective: This is a graduate course designed to provide pre-service and/or practicing professional educators with the necessary knowledge and skills to understand and use research resources in an educational context course is designed to be an introduction to research methods and strategies so that students will have the basic skills to identify, read, interpret, and evaluate various types of research. The successfully completed writing assignment project fulfills graduate research project requirements.

Learner Outcomes

Upon completion of this course, the student will be able to:

1. Understand the characteristics and purposes supporting quantitative and qualitative research.
2. Explain the major ideas that have influenced the development of quantitative and qualitative research.
3. Identify characteristics that distinguish and are similar for quantitative and qualitative research in each step of the research process.
4. Define and identify a research problem and explain its importance to a study.
5. Identify how quantitative and qualitative research problems differ.
6. Analysis and discuss examples of mixed methods research and the implications of combined research methods.
7. Understand the steps and the significance of the research process.
8. Understand and evaluate a variety of research designs.
9. Apply survey methodology to action research and report research findings.
Topic, literature matrix (annotated bib) Chapters 1-3
10. Demonstrate mastery of knowledge through effective written and oral communication.

Class Assignment	Point Value
Discussion Board Posts	120 points
APA Basic Tutorial	20 points
Plagiarism Tutorial	20 points
IRB Citi Training	20 points
Research Article Reviews (2 reviews)	10 points
Draft of references (10)	10 points
Rough Draft with References (all 20)	20 points
Research Proposal Presentation	10 points
Final Paper (The Proposal: Introduction, Literature Review, & Methodology, Citations (20)	40 points

Assignment Descriptions

Discussion Board Posts: (10 points weekly)

Students will respond to the posted discussion post and then read and respond to at least two of your peers.

Basics of APA & Plagiarism Tutorial: (20 points each tutorial)

Complete the plagiarism tutorial and print out the certificate from **BOTH** to turn as proof of completion. You will find both of these tutorials in your weekly course module link or by clicking on the links below. See your course syllabus for due dates.

- APA Tutorial:

http://mediamatrix.tamu.edu/streams/464040/APA_ONLINE

o **Plagiarism Tutorial:**

[http://mediamatrix.tamu.edu/streams/491917/Giving Credit Where Credit Is Due:
Avoiding Plagiarism](http://mediamatrix.tamu.edu/streams/491917/Giving_Credit_Where_Credit_Is_Due:_Avoiding_Plagiarism)

IRB Citi Training w/ submission of completion form to professor: (20 points)

Locate the IRB Citi Training on the Library Research Guide for this course. Complete the training by the assigned due date and submit the certificate of completion.

Research Article Reviews: 10 pts (2 @ 5 pts each)

You will be locating two (2) research articles on your topic (1 quantitative/1 qualitative) and critique them according to the criteria listed below. The articles must also be peer reviewed and published no later than 4 years ago. You must have the following information and work must be word processed (12 font, double-spaced). Use subheadings for each section indicated by a number. Separate the information into the paragraphs that address the information. A full text copy of the critiqued article along with identifier information (title, author, journal, date) is to be included. The articles **MUST** be from a credible peer-reviewed research journal and can be used as 2 of the 20 references required for your **Writing Research Project**.

Article Critiques Subheadings

1. Title/citation
2. Significance of Problem
3. Methodology
4. Results (a summary of findings – not cut/paste)
5. Strengths & Weaknesses of the study – this is your opinion
6. Copy of the research study (NOTE: will not be accepted without full copy of article attached)

Draft of References (10): 10 points

This draft will consist of 10 of the 20 total research articles due for the Writing Research Project. References should be formatted in APA 6th edition and reflect current peer reviewed journals (no older than four years, ie., 2012).

Rough Draft : Introduction, Review of Literature, Procedures/Methods: 10 pts

Rough Draft 1 consists of the Introduction, Review of Literature, and Procedures/Methods sections of your **Writing Research Project** providing opportunity for faculty feedback prior to the submission of your final product. A Rubric will be available in the CONTENT FORUM for the section listings as well as one for grading. A template is also provided (for the entire project). Additionally, **students are required to submit the rough draft to TURNITIN within the Assignment Submission folder.** Be sure to read the instructions on the system carefully so that repeat submission will not be identified as plagiarism. (Expected Length: approximately 12-13 pages of narrative)

Final Paper:

The final paper provides students the opportunity to develop and refine skills necessary to be an effective action researcher. Students select a topic of their choice, systematically working through the various phases of a research project as they complete the above assignments.

All aspects of APA 6th edition formatting are expected. The total expected length of the final paper should be a minimum 18 pages and not to exceed 40 pages (*excludes cover page, table of contents, references, and appendices*).

A copy of the final paper will be submitted to the Graduate Advisor for documentation of completing a major writing research project for non-thesis option graduates.

Required Sections of the Final Research Project:

- Cover Page
- Table of Contents
- Introduction
- Review of Literature
- Methodology
- References (minimum of 10 citations from scholarly research journals)

Research Proposal Presentation: (10 points)

Your research proposal will outline and summarize your research project and will include the following portions: Purpose, Research Questions, Brief Review of Literature, Methodology, Data Analysis Plan, Limitations, Implications, & Reference. To share this information you will present in no more than 10 slides your research proposal.

Expected Quality of Work Papers

These requirements apply to any paper that is assigned and that is to be completed outside of the classroom:

- Use of word processor to produce written assignments
- 8.5 x 11 paper, no legal paper
- APA 6th Edition citation/usage
- Proofread paper for grammatical, mechanical, and spelling errors.

If you are unfamiliar with usage of APA 6th Edition or other aspects of writing, please set up an appointment with Dr. Gerzel-Short early in the semester for assistance.

Grading scale: A = 100 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = 59 and below

Incomplete Grades

No grade of Incomplete will be issued. All material will be due by the end of class on the final day. Grades will be calculated on what has been turned in up to that point.

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which includes class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving Federal financial aid who does not attend the first week of class will have his/her aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of his/her federal aid.

Jaguar Writing Center

The Jaguar Writing Center provides writing assistance to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can make individual or group appointments with a writing tutor. The Writing Center has two locations: Central Academic Building, Suite 208 and Brooks City-Base, Room 104. Both locations can be reached by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire using TutorTrac, which is found under the services tab.

University Email Policy and Course Communications

All correspondence between professors and students must occur via University email accounts. You must have Jaguar email account ready and working. If it is not working, contact the help desk at sahelp@tamusa.edu or at 210-784-4357.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in room 210 and at the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.edu.

Student Misconduct

Appropriate conduct is essential to the effective functioning of the University. University policy defines unacceptable conduct, both academic and non-academic misconduct, and penalties for such behavior in The Student Handbook and The Student Code of Conduct.

Academic Misconduct Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas

A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

Key Dates

August 22	First day of class
October 28	Last day to drop with an automatic "W"
November 23-26	Thanksgiving holiday
December 2	Last day to drop a course or withdraw from the University
December 3	Last day of class
December 5-10	Final exams
December 10	Last day of fall semester

The complete academic calendar is available online:

<http://www.tamusa.edu/provost/academicresources/academiccalendar.html>

§149.1001. Teacher Standards.

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) **Standard 6--Professional Practices and Responsibilities.** Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities,

collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

EDSE 5301 Research in Special Education
(Subject to change under extenuating circumstances only)

Week -Dates	Class Readings/Topic	Assignment
Week 1- August 22- 26	<i>Chapter 1</i> <i>Introductions;</i> <i>Nature and Tools of Research</i> <i>What is research?</i>	Syllabus Review and Introductions Work on Research Topic Matrix
Week 2- August 29- September 2	<i>Chapter 2</i> <i>The Problem: Heart of the Research</i> <i>Process</i>	Rough Draft of Research Topic Matrix for review/input from peers and faculty <i>APA Tutorial</i> <i>Discussion Post</i>
Week 3- September 5- 9	<i>Chapter 3</i> <i>Review of the Related Literature</i>	<i>Plagiarism Tutorial</i> <i>Discussion Post</i>
Week 4- September 12-16	<i>Chapters 4-5 Planning Your</i> <i>Research Project; Writing the</i> <i>Research Proposal</i>	<i>IRB Citi Training Certificate</i> <i>Discussion Post</i>
Week 5- September 19-23	<i>Chapters 6-7</i> <i>Descriptive Research Experimental,</i> <i>Quasi-Experimental, and Ex Post</i> <i>Facto Designs</i>	<i>Discussion Post</i> <i>Draft of References</i>
Week 6- September 26-30	<i>Chapter 8</i> <i>Analyzing Quantitative Data</i>	<i>Research Article Critique 1 (Quantitative)</i> <i>Discussion Post</i>
Week 7- October 3-7	<i>Chapter 9</i> <i>Qualitative Research Methods</i>	<i>Discussion Post</i>
Week 8- October 10-14	<i>Chapter 10</i> <i>Historical Research</i> Dr. Gerzel-Short in San Antonio at CLD Conference	<i>Discussion Post</i>
Week 9- October 17-21	<i>Chapter 11</i> <i>Analyzing Qualitative Data</i>	<i>Research Article Critique 2 (Qualitative)</i> <i>Discussion Post</i>
Week 10- October 24-28	Work on Project (individual consultations)	<i>Rough Draft Research Paper</i>
Week 11- October 31 November 4	No Class- TED Conference	
Week 12- November -7-11	<i>Chapter 12</i> Mixed-Methods Designs	Work on Final Research Project <i>Discussion Post</i>

Week 13- November 14-18	Work on Project (individual consultations)	
Week 14- November 21-25	No Class- Thanksgiving	Work on Final Research Project
Week 15- Nov 28-December 2	<i>Chapter 13 Planning/Preparing A Final Research Report;</i>	<i>Final Copy Of Research Project</i>
Week 16- December 5-9	<i>Discussion Writing Research Project(Final)</i>	<i>Research Proposal Presentation</i>

NOTE: All assignments must be submitted to the Assignment **Submissions folder in the CONTENT Forum on Blackboard** for grading and archive purposes

Helpful Resources:

****Always default to the APA 6th Edition Publication Manual!**

<http://apastyle.org/> (APA website)

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> (APA Website Tutorial)

<http://owl.english.purdue.edu/owl/section/2/10/> Purdue OWL –Writing Lab

<http://owl.english.purdue.edu/owl/resource/560/01/> (APA format and style help)

<http://webster.commnet.edu/apa/index.htm> APA Writing Guide

<http://www.docstyles.com/apalite.htm> APA Style Lite for Writing College Papers

<http://www.docstyles.com/library/apalite.pdf> (Printable guide of APA Style Lite)

<http://www.docstyles.com/library/precis.pdf> (Printable expanded guide of APA Style



TEXAS A&M UNIVERSITY
SAN ANTONIO

Texas A & M University-San Antonio
College of Education and Human Development
Department of Educator and Leadership Preparation
Spring 2017-Syllabus
Behavioral Aspects of Classroom Organization and Management
EDSE 5326 (Online format)

Instructor: Dr. Lydia Gerzel-Short
Phone: 815-501-9240
Number of Credits: 3

email: Lydia.Gerzel-Short@tamusa.edu
Office Hours: By Appointment

Course Description: Development of a broadened perspective on socio-emotional disorders. Educational translation and synthesis of psycho-educational theoretical approaches and classroom application into the most viable alternatives to meet the educational needs of special populations.

Course Prerequisites: EDSE 5321. Eighteen semester hours of undergraduate courses in the major subject area, including 12 advanced semester hours, are prerequisite for all graduate study.
<http://www.tamuk.edu/academics/catalog/grad-studies.pdf>

Required Textbooks (e-book and purchase):

Ditrano, C. (2010). *FBA and BIP Reference Guide*. ISBN 978-1-93560-927-8.

Wheeler, J. J., & Richey, D. D. (2014). *Behavior management: Principles and practices of positive behavior supports* (3rd ed.). Upper Saddle River, NJ: Pearson

Required Resources and Materials

Additional Articles are listed under weekly class readings and are posted on the Blackboard class site.

<http://iris.peabody.vanderbilt.edu/>

Course Objective: This course will provide the graduate level students the ability to demonstrate knowledge and skill instructional practices for addressing behavior/social/emotional issues of high incident populations within special education including (but not limited to) learning disabled, attention deficit hyperactive disorder, autism, and other neurological differences. Various approaches to teaching and working with individuals with neurological differences will be extensively explored through case study analysis and evaluations.

Candidate Outcomes: At the successful completion of this course candidates will

- Discuss rights and responsibilities of students, parents, teachers, and other professionals with regard to behavior
- Utilize basic terminology of special education and students with disabilities
- Demonstrate an understanding of legal and ethical issues regarding the instruction and programming of individuals including assessment, educational settings/services, and theoretical practices.
- Identify classroom management techniques proven to be effective when working with students demonstrating behavioral and/or social/emotional issues impacting classroom management and organization in current research.
- Define and discuss key neurological issues impacting behavior of students with disabilities in classroom settings.
- Evaluate and discuss specific strategies proven effective in addressing classroom behavior issues for students with disabilities and those demonstrating similar characteristics.
- Demonstrate an understanding of collaborative practices with students, parents, families, and other professionals for increased student achievement and success.
- Apply learned concepts to real life scenarios analyzing for maximum effectiveness and possible adjustments to increase student success in personal and academic goals.

Course Requirements:

Assignment	Total Points Available	Points Earned
Behavior Management Philosophy and System	20	
Discussion Posts (10 points/each post)	100	
FBA/BIP	25	
Iris Modules (5 points each)	15	
Literature Review Research Paper	20	
Final Total	180	

Grading scale (percentage): A = 100 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = 59 and below

DQs- Blackboard Discussion Posts

You must respond to each weeks reading discussion post. Your initial post should be at least 300 words and citations provided in APA format. Make your initial post to this discussion forum no later than **Wednesday** of the week's module (**on or before 11:59 PM**). Upon completing your initial post, respond to at least two of your peers' posts. Provide thoughtful feedback to at least two peers no later than **Sunday** of the week's module (**on or before 11:59 PM**).

Iris Modules

There are three modules that will be completed in conjunction with the readings and discussions. These modules should help inform your behavior management philosophy and classroom system and provide additional information about supporting students with social and emotional challenges.

Behavior Management Philosophy and System

In this assignment you will create a classroom reinforcement system. Then you will explain your philosophy about reinforcement and reward. In addition, describe how children will be recognized for performing the expected behaviors, both academically and social emotionally. Write a 3-4 page paper on your beliefs regarding how behavior should be shaped and reinforced in the school environment and (exclusive of the reference page)

must adhere to APA 6th Edition format using conventional grammar, spelling and punctuation. This assignment will be checked for plagiarism.

Literature Review Research Activity

Read and synthesize five (5) peer reviewed articles that are directly related to classroom or classroom/behavior management. In this paper you will create a literature review which is organized around themes or ideas, **not** each article or source. A quality paper will consider the key points and find a connection between the articles. Further, the paper will discuss the implications for classroom practice management. This 4-5 paged paper (exclusive of the reference page) **must** adhere to APA 6th Edition format using conventional grammar, spelling and punctuation. This assignment will be checked for plagiarism.

FBA/BIP

In this key assessment you will develop a Functional Behavioral Assessment and Behavior Intervention Plan. The assignment is based on a student diagnosed with a disability (you will be provided with the student/case study). The FBA/BIP will be developed from the example student provided to you.

Policies

Plagiarism

Plagiarism is unacceptable and will not be tolerated.

Deadlines

All assignments must be submitted on time- late assignments **will not** be accepted.

Note: *Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student.*

Class participation

Participation in class discussions is expected. This class is taught through an on-line format; therefore participation is paramount, especially through discussion posts and communication. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems, and ability to propose and evaluate solutions. It is expected that discussion in class will reflect reading related to the topic. All participants are expected to welcome open expression of opinions, attitudes, and beliefs.

Class attendance policy

- Class attendance is monitored through participation and posting. It is the responsibility of the student to assure that his/her presence has been noted
- More than **two** absences will result in a two-point reduction in the final grade for each absence beyond the one absence for classes meeting 2x/week; 4-point reduction for classes meeting 1x/week

Professionalism

Student involvement in classes is aimed toward developing need skills and teacher attributes that will enable them to productive members of the teaching profession. It is expected that students will work to developing habits of punctuality, maturity, cooperation, initiative, enthusiasm, social sensitivity and tactfulness.

Expected Quality of Work Papers

These requirements apply to any paper that is assigned and that is to be completed outside of the classroom:

- Use of word processor to produce written assignments
- 1 inch margins
- APA 6th edition format (read the manual)
- Proofread paper for grammatical, mechanical, and spelling errors
- *It is highly suggested that students using the Writing Center for assistance*

Incomplete Grades

No grade of Incomplete will be issued. All material will be due by the end of class on the final day. Grades will be calculated on what has been turned in up to that point.

Writing Reminders

Because a special education teacher is expected to write I.E.P.s, take minutes at meetings, and communicate in writing with parents and staff, writing as a professional is emphasized in this class. Clear writing is vital when collaborating. Please remember to use the following when writing papers for this class.

1. Always use IDEA people-first language.

Inappropriate: I teach learning disabled students.

Appropriate: I teach students with learning disabilities.

Similarly, do **not** write: The student *suffers* from a disability; simply write the student has a disability.

2. Avoid informal language such as kids, mom, or dad or guys or stuff. Instead, use more appropriate and slightly more formal language.

Inappropriate: The kids in my class represent various cultures.

Appropriate: The students in my class represent various cultures.

3. Avoid using "you"

Inappropriate: You need to make accommodations for students with disabilities.

Appropriate: Teachers need to make accommodations for students with disabilities.

4. Use complete sentences rather than fragments or sentences using commas when periods would be more appropriate.

Incorrect: I observed at West Elementary School, it is a nice building.

Better: I observed at West Elementary School. It is a nice building.

5. Avoid semi colons as much as possible.

6. Avoid ending sentences or phrases with prepositions.

Incorrect: I do not know what grade he is in.

Better: I do not know his current grade level.

7. Use "who" to refer to a person.

Less acceptable: I know a teacher that is very creative.

Better: I know a teacher who is very creative.

8. If possible, avoid starting sentences with "there".

Wordy: There is a law called IDEA that states that...
More efficient: IDEA states that...

9. Consider the words **since** and **because**. Since connotes time, and because connotes cause and effect.
Correct: I have known you since January.
Correct: Because I studied, I earned an A.
10. Use **commas in compound sentences**.
Incorrect: I am taking math methods, and science methods
Correct: I am taking math methods, and I am also enrolled in science methods.

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which includes class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving Federal financial aid who does not attend the first week of class will have his/her aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of his/her federal aid.

Jaguar Writing Center

The **Jaguar Writing Center** provides writing assistance to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can make individual or group appointments with a writing tutor. The Writing Center - Central Academic Building, Suite 208, can be reached by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire using TutorTrac, which is found under the services tab.

University Email Policy and Course Communications

All correspondence between professors and students must occur via University email accounts. You must have Jaguar email account ready and working. If it is not working, contact the help desk at sahelp@tamusa.edu or at 210-784-4357.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Students with Disabilities

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Key Dates

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March 13-18	Spring Break
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May 5	Last day to drop a course or withdraw from the University
May 6	Last day of class
May 8-13	Final exams
May 13	Last day of fall semester

The complete academic calendar is available online:

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Special Education Standards

Standard 1: The student will be able to describe the philosophical, historical, and legal foundations of special education.

Standard 2: Describe and apply knowledge of professional roles and responsibilities, and adhere to legal and ethical requirements of the profession.

Standard 3: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard 4: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard 5: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies in order to make instructional decisions.

Standard 6: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard 7: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard 8: The special education teacher understands assistive technology as defined by federal and state regulations.

Standard 9: The special education teacher understands and applies knowledge of transition issues across the life span.

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(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) **Standard 3--Content Knowledge and Expertise.** Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

- (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

- (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

- (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

- (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

- (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

- (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

- (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

- (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

- (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

- (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

- (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

- (iii) Teachers cultivate student ownership in developing classroom culture and norms.

- (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

- (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

- (ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

- (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
- (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Behavioral Aspects of Classroom Organization and Management-EDSE 5326
(Subject to change under extenuating circumstances only)

Week -Dates	Class Readings	Assignment Due
Week 1 January 15-21	<i>Chapter 1- Understanding Behavior</i>	Introduction (online)/DQ 1
Week 2 January 22-27	<i>Chapter 2-Partnering with Families</i> <i><u>Article-Family Engagement within Schoolwide Positive Behavioral Interventions and Supports</u></i>	DQ 2
Week 3 January 29-February 3	<i>Chapter 3-Ethical Practices in Positive Behavior Supports</i>	DQ 3
Week 4 February 5-10	<i>Chapter 4-Prevention through Effective Instruction</i>	DQ 4
Week 5 February 12-17	<i>Classroom Management (Parts 1 & 2): Learning the Components of a Comprehensive Behavior Management Plan</i>	Iris Modules (Parts 1 & 2) due (on or before March 17 by 11:59 PM) http://iris.peabody.vanderbilt.edu/beh1/chalcycle.htm http://iris.peabody.vanderbilt.edu/beh2/chalcycle.htm
Week 6 February 19-24	<i>Chapter 5-Understanding FBA</i> <i><u>Articles-When to use FBA & Function-Based Intervention Planning Comparing the Effectiveness of FBA Function-Based and Non—Function-Based Intervention Plans</u></i>	DQ 5
Week 7 February 26-March 3	<i>Chapter 6-Single Subject Design</i>	DQ 6
Week 8 March 5-10		Literature Review Research Paper due (on or before March 10 by 11:59 PM)
Week 9 March 13-19	<i>Spring Break- No Class</i>	
Week 10 March 19-24	<i>Chapter 7-Planning Behavioral Supports</i>	Behavior Management Philosophy and System due (on or before March 24 by 11:59 PM)
Week 11 March 26-31	<i>Chapter 8- Evaluating Positive Behavior Supports</i>	DQ 7/8
Week 12 April 2-7	<i>Chapter 9- Using Reinforcement to Increase Appropriate Behaviors</i>	DQ 9
Week 13 April 9-14	<i>Chapter 10 – Teaching Positive Behavior Replacement</i> <i><u>Article -Teaching Appropriate Behavior</u></i>	DQ 10
Week 14 April 16-21	<i>Chapter 11-Reducing Challenging Behaviors</i>	Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting

		Out Cycle due (on or before April 21 by 11:59 PM) http://iris.peabody.vanderbilt.edu/bil/chalcycle.htm
Week 15 April 23-28	<i>Chapter 12 -Quality of Life & Self-Determination</i>	DQ 11/12
Week 16 April 29- May 5		FBA due (on or before May 5 by 11:59 PM)

Incomplete Grades

Reminder: All assignments are due on the specified date-on or before 11:59 PM. Late assignments will not be accepted.

No grade of Incomplete will be issued. All material will be due by the end of class on the final day. Grades will be calculated on what has been turned in up to that point.

NOTE: All assignments must be submitted to the Assignment **Submissions folder in the CONTENT Forum on Blackboard** for grading and archive purposes

Helpful Resources

Always default to the APA 6th Edition Publication Manual

<http://apastyle.org/> (APA website)

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> (APA Website Tutorial)



TEXAS A&M UNIVERSITY
SAN ANTONIO

Texas A & M University-San Antonio
College of Education and Human Development
Department of Educator and Leadership Preparation
Spring 2018 Syllabus
Special Populations: Legislation, Litigation, and Advocacy
EDSE 5327.900

Dr. Theresa Garfield
Wk: 210-784-2552
Office Hours: W 10:30-3:30 and by appt
Number of Credits: 3

theresa.dorel@tamusa.edu
Madla 209
Office: MAIN 242
W 7:00-9:45 pm

Course Description: We will cover state and federal legislation and litigation ensuring the rights of special populations for full participation in American society and effective lifespan advocacy with and for individuals from special populations and their families.

Course Prerequisites: Prerequisite: EDSE 5321

Course Objective: This course will provide the master's level teachers with a foundation of concepts of federal regulations and practice through simulated case studies, which requires self-questioning and reflection to derive at solutions to legislative issues.

E-Books: **Murdick, Gartin, and Fowler. (3rd ed). Special Education Law. Pearson**

Yell, M. (3rd ed.) The Law and Special Education (Publisher Merrill-Prentice Hall)

Other readings as needed will be provided in class or on Blackboard.

Learner Outcomes: At the successful completion of this course you will be able to

- Describe federal and state legal systems;
- Describe major provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Family Education and Privacy Act, No Child Left Behind Act (NCLB) of 2001, and other federal and state laws affecting the education of students with disabilities;

- Identify and explain major principles of the IDEA;
- Identify and explain major litigation leading to enactment of the IDEA;
- Discuss and evaluate major court rulings regarding the IDEA;
- Critically discuss and evaluate legal trends in special education;
- Develop legally-sound policies and procedures with respect to special education in accordance with the legislation and litigation;
- Locate sources of information regarding legislation and litigation regarding special education; and
- Analyze the results of litigation.

Special Education Standards

Initial Preparation Standard 6: Professional Learning and Ethical Practice

- 6.0** Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Key Elements

6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

Texas Commissioner Standards:

- 6(D)** Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
- (i) Teachers **adhere to the educators' code of ethics** in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
 - (ii) Teachers communicate consistently and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

- (iii) **Teachers serve as advocates** for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Key Dates

January 17, 2018	First day of class
January 31, 2018	Census Date
February 1, 2018	Last day to Apply for Spring Graduation
March 30, 2018	Last day to drop with an automatic "W"
May 4, 2018	Last day to drop a course or withdraw from the University
May 2, 2018	Last day of class
May 9, 2018	Final exam (online)
May 18, 2018	Spring Commencement

Student Evaluation

A: 90-100 points	Shows mastery of material and original thought
B: 80-89 points	Good command of course material and clear, coherent thoughts
C: 75-79 points	Acceptable demonstration of course material: adequate expression but in need of refinement
D: 70-74 points	Incomplete and inadequate command of material
F: 69 points and below	Failing

**** Any instance of plagiarism will result in an automatic F for the course. ****

Course Requirements:

Table of Contents and Glossary-Procedural Safeguards (5pnts each)	10 points
Ethics and Standards Brief Reflection	5 points
Advocacy Poster Presentation Development	10 points
Mini Paper- Federal Guidance (FAPE/LRE/IEP)	10 points
Mini Paper-Texas Part B Compliance Issues	10 points
Mini Paper- Texas Part C Compliance Issues	10 points
Letter to Your Congressperson-IDEA	10 points
Research Paper- Comparing Texas' Part B and Part C Compliance	30 points
	100points total

Your Choice of Activity (extra credit- 2.5 pnts per activity|2 activities) 2.5points

All Assignments are due by 11:59 pm on the day they are due per the class calendar. They will disappear after this time, and will NOT be reopened.

Incomplete Grades

No grade of Incomplete will be issued. All material will be due by the end of class on the final day. I calculate grades based final averages of all turned in work in Blackboard by the day the final is due.

Assignment Descriptions

Ethics and Standards Brief Reflection (5 points)

Choose one CEC Initial Preparation Standard and one CEC Ethical Principle and write a brief, informal, 1-2-page double-spaced reflection on what each would look like in a classroom setting. Give a scenario and explain each choice in your own words.

Procedural Safeguards ToC and Glossary (5 pnts each one = 10 points)

You will create a table of contents for the procedural safeguards document found in Blackboard that will be uploaded to the course content section. Your ToC should include major section headings, minor section headings (as sub-headings), and page numbers.

You will develop a glossary with the major terms parents would need to understand and navigate the document.

Advocacy Poster Presentation Development

You will create a poster/presentation for submission for the Student Research Symposium. This poster will focus on advocacy and teaching parents/students about their rights and how to effectively advocate. You will have access to poster samples and a template. We will discuss this more in class.

Mini Paper: Federal Guidance

Write a 2-3 page (no cover page necessary), APA formatted paper that covers one or more of the major tenets of IDEA (FAPE, LRE, IEP)). Include at least 1-2 peer reviewed sources, reference one of several guidance letters found in Blackboard, and tie it to litigation.

Mini Paper: Texas Regulations-Part B

Write a 2-3 page (no cover page necessary), APA formatted paper that covers the major impacts of the recent federal guidance in Texas about Part B of IDEA. Include at least 1-2 peer reviewed sources, reference at least one of the guidance documents for Texas that wasn't used in found in Blackboard, and tie it to litigation.

Mini Paper: Texas Regulations-Part C

Write a 2-3 page (no cover page necessary), APA formatted paper that covers one of the major impacts of the recent federal guidance in Texas about Part C of IDEA. Include at least 1-2 peer reviewed sources, reference at least one of the guidance documents for Texas found in Blackboard, and tie it to litigation.

Letter to Your Congressperson

Write a cogent, persuasive letter to your U.S. Congressperson (you may have to find your federal Congressperson's contact information [here](#).) The letter should convince your congressperson of what key components to consider in the next iteration of IDEA. Send the letter via mail or website and log if you get a response.

Choice of Activity (2.5 pnts each| 5 pnts max)

There will be several opportunities during the semester to volunteer to work with individuals with exceptionalities. Each submission will require a one paragraph reflection delineating your experience and proof of attendance. Options so far include:

February 3rd (Saturday) Coronation Preparation (Fiesta Especial) from 8:00am – 11:30am| Connect+Ability | 5101 Medical Drive | San Antonio, TX 78229

February 7th (Wed) - Fiesta Especial Royal Court Coronation| 6:30pm-8:30pm| Event Center @ Morgan's Wonderland| 5223 David Edwards Dr, TX 78233

April 21st - Fiesta Especial 5K & Parade Saturday, April 21st, 2018 | City of Windcrest City Hall| 8601 Midcrown, Windcrest, TX 78239

April 24th (Tuesday) Fiesta Especial Celebration Day, 2018 | 10am - 3pm | Alamo Dome Parking Lot C | 100 Montana St., 78203

Please email Melanie Cawthon (disabilitysa@gmail.com) to volunteer (cc me on the email)

Research Paper (20 points)

Using the APA Style, 6th Ed. manual, you will write a 7-9 page, double-spaced, paper that examines and compares Texas' Part B and Part C compliance, suggests 3-5 evidence-based recommendations for improvement, and identifies supporting legislation and relevant 5th Circuit/Supreme Court litigation. A template will be provided and we will develop an outline in class. Your paper should include the following at a minimum (a suggested sequence):

Cover page (not included in page count)

Abstract (150-word maximum)

page 1

Introduction 3/4 page to 1 page: Hx of Tx compliance issues

page 2

Overview of Part B and Part C Compliance and Key Issues using 3-5

peer-reviewed articles; 2-3 pages (include an overview of Part B; Part C issues and at least one paragraph on comparing both (a Venn Diagram may help)

pages 3-4

Review of Key Litigation Related to Topic: You may use your

mini papers as the basis for this section. However, you may not just cut and paste them into the paper. Make sure everything is cohesive and flows-1 pages

page 5

Evidence-Based Recommendations for Improvement You will reference

page 6

at least 3 evidence-based recommendations for a defined issue in compliance (at least one in each Part B and Part C)

Conclusion 3/4 to 1 page

page 7

References (not included in page count!)

You may choose this format instead (whichever makes more sense to you):

Cover page (not included in page count)

Abstract (150-word maximum)

Introduction 3/4 page to 1 page: Hx of Tx compliance issues

Overview of Part B Compliance and Key Issues

Review of Key Litigation related to Part B

Evidence-Based Recommendations for Improvement

Overview of Part C Compliance and Key Issues

Review of Key Litigation related to Part B

Evidence-Based Recommendations for Improvement

Conclusion

References

Course Requirements

Professionalism

Student involvement in classes develops skills and teacher attributes that will enable you to evolve into productive members of the teaching profession. Students will work on developing habits of punctuality, maturity, cooperation, initiative, enthusiasm, social sensitivity, and tactfulness.

Electronic Devices

The use of electronic devices such as cell phones, computers, iPads, etc., that may disrupt class **is prohibited** unless needed to meet course goals. Please silence or turn off all cell phones at the initiation of each class. Unless you have an accommodation from DSS that allows for it, there will be **NO** computer use **during direct instruction time**. When explicitly allowed by the professor, you may access your devices.

Class attendance policy:

You must attend class punctually. I check attendance. In case of an emergency that causes you to be late to class or to miss class, please inform me as soon as possible. However, you will still need to turn in any assignments due or covered in class. The course is a **highly interactive** course; thus, your attendance and participation are **vital**. You are an indispensable member of our classroom community. If unavoidable circumstances should cause your absence, please let me know.

1. Participation in class supports a more meaningful learning experience. Students who do not regularly take part in class **will lose 5 points on their final grade**.
2. Complete all assignments and turn them in on time. If you are absent when an assignment is due, please turn the assignment in on time. I do **not** accept late assignments.
3. Class reading assignments are essential for the acquisition of course goals.
 - Attendance will be recorded daily. It is the responsibility of the student to assure that his/her presence has been noted.
 - **Anyone not present the first week of class will be marked not present in the registrar's office and will be dropped from the class.**
 - I expect punctuality as part of professional responsibility and courtesy.
 - Any guests in class, including family members and children, must be cleared in advance with the instructor.

Expected Quality of Work

These requirements apply to assigned papers completed outside of the classroom:

- 1-inch margins, Font size 12 (Times New Roman, Arial, or a San Serif font)
- Please convert all assignments produced in iOS Pages to PDF or save them in an RTF document
- APA 6th edition format (read the manual)-All aspects of APA 6th edition formatting are expected. You may also access this information at the Purdue University Online Writing Lab at <https://owl.english.purdue.edu/owl/section/2/10/>

- Proofread paper for grammatical, mechanical, and spelling errors
- I suggest that you use the Writing Center for help with any written assignment or project.

*I will consider both **content and quality** of your writing. Quality of writing includes clarity of expression, proper use of references, use of inclusive language, correct grammar, spelling, and punctuation.*

Writing Reminders

Because teachers will write IEPs, take minutes at meetings, and communicate in writing with parents and staff, writing as a professional is mandated in this class. Clear writing is vital when collaborating. Please remember to use the following guidelines when writing papers for this class.

1. Always use IDEA person-first language.

Inappropriate: I teach learning disabled students.

Better: I teach students with learning disabilities.

Similarly, do **not** write: The student *suffers* from a disability; simply write the student has a disability.

2. Avoid informal languages such as kids, mom, or dad or guys or stuff. Instead, use more proper and slightly more formal language.

Inappropriate: The kids in my class represent various cultures.

Better: The students in my class represent various cultures.

3. Avoid using “you.”

Inappropriate: You need to make accommodations for students with disabilities.

Better: Teachers need to make accommodations for students with disabilities.

4. Use complete sentences rather than fragments or sentences using commas when periods would be more proper.

Incorrect: I completed field experience at West Elementary School, it is a nice building.

Better: I completed field experience at West Elementary School. It is a nice building.

5. Avoid semi colons usage as much as possible.

6. Avoid ending sentences or phrases with prepositions.

Incorrect: I do not know what grade he is in.

Better: I do not know his current grade level.

7. Use “who” to refer to a person.

Less acceptable: I know a teacher that is very creative.

Better: I know a teacher who is very creative.

8. If possible, avoid starting sentences with “there.”

Wordy: There is a law called IDEA that states that...

More efficient: According to IDEA...

9. Consider the words **since** and **because** in your writing. *Since* connotes time, and *because* connotes cause and effect.

Correct: I have known you since January.

Correct: Because I studied, I earned an A.

10. Avoid misuse of commas.

Incorrect: I am taking math methods and, science methods

Incorrect: I, am taking math, and science methods.

Better: I am taking math methods, and science methods.

University Policies and Resources

Student Academic Success Center

The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Madla Building, Suite 336. To contact the Center, please call 210-784-1352 or email at Student.Success@tamusa.edu

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving Federal financial aid who does not attend the first week of class will have his/her aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of his/her federal aid.

Jaguar Writing Center

The Jaguar Writing Center offers writing assistance to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can make individual or group appointments with a writing tutor. The Writing Center is located in the Central Academic Building, Suite 208. You may reach the center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire using TutorTrac, which is found under the services tab.

University Email Policy and Course Communications

All correspondence between professors and students must occur via **University email accounts**. You must have a Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or 210-784-4357.

The Six-Drop Rule

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The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in suite 210. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Student Misconduct

Appropriate conduct is essential to the proper functioning of the University. University policy defines unacceptable conduct, both academic and non-academic misconduct, and penalties for such behavior in The Student Handbook and The Student Code of Conduct.

Academic Misconduct Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook at <http://bit.ly/TAMUSASStudentHandbook>.

Through the Academic Misconduct Process, the course Professor will meet with the student and fill out the Academic Misconduct Incident Form. This process is clearly listed in the Student Handbook. University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the paper or assignment or a failing grade in the course. All information is then referred to The Office of Student Rights and Responsibilities where sanctions can vary from a warning up to expulsion from the University.

Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might be academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

Forms of Academic Dishonesty:

1. **Cheating**: deception in which a student misrepresents that he/she has mastered information on academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations. **A student can be accused of academic dishonesty if he/she uses, or attempts to use, unauthorized assistance (e.g., asking someone else for an answer during a test, copying answers from another person's paper during a test, etc.), uses unauthorized study aids in examinations or other academic work (i.e., "cheat sheets" or textbooks/notes when that use has been disallowed by the faculty), or submits the work of another as his/her own.**
2. **Fabrication**: A student can be accused of academic dishonesty if he/she submits, or attempts to submit material that is contrived or altered (e.g., making up data for an experiment, misrepresenting data, citing nonexistent articles, contriving sources, falsifying design and/or troubleshooting data, or padding estimates with intent to defraud customers, etc.)
3. **Plagiarism**: unacknowledged quotation, and paraphrase of someone else's word, ideas or data, as one's work, submitted for credit. Failure to identify information or essays from the Internet, and submitting them as one's work also constitutes plagiarism. A student can be accused of academic dishonesty if he/she uses the ideas, data or language of another without specific or proper acknowledgment.
The University subscribes to the Turnitin plagiarism detection service. Be aware that your paper may be submitted for detection at the discretion of the instructor.
4. **Multiple submission**: A student can be accused of academic dishonesty if he/she submits, **without prior permission**, any work previously submitted to fulfill another academic requirement (e.g., the unauthorized submission of a pre-existing paper or project).
5. **Misrepresentation of academic records**: A student may be accused of academic dishonesty if he/she misrepresents, tampers with or attempts to tamper with any portion of a student's transcripts or academic record (e.g., changing one's grade, altering computer records, falsifying academic information on one's resume, etc.).
6. **Facilitating Academic Dishonesty**: A student may be accused of academic dishonesty if he/she knowingly helps or attempts to help another violate the principles of academic integrity (e.g., working together on a take-home exam without instructor permission, providing another student with a pre-written paper or test, unauthorized collaboration of any kind, including online testing, giving answers to lab projects with the intent to help students take exams, etc.).
7. **Unfair Advantage**: A student may be accused of academic dishonesty if he/she attempts to gain unauthorized advantage over fellow students (e.g., acquiring unauthorized access to exam materials, preventing or interfering with another student's efforts, lying about a need

for an extension for an exam or paper, continuing to write even when time is up during an exam, destroying or keeping library materials for one's use, holding equipment back, so students are slowed or unable to complete labs, etc.).

8. **Violating safety requirements:** A student may be accused of academic dishonesty if he/she acts to have an unfair advantage during lab assignments and project testing, grading or jeopardizes the health, well-being or the students or others around him/her to gain an unfair advantage on lab assignments or graded projects.
9. **Ethical misconduct:** A student may be accused of academic dishonesty if he/she violates client confidentiality or interferes with, alters, falsifies, or inappropriately accesses or discloses client and agency or company records or trade secrets without authorization.

Non-Academic Misconduct (See Student Handbook)

The University respects the rights of instructors to teach and the student to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either the instructor's ability to conduct class, the ability of other students to profit from the instructional program, or campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Vice President for Student Affairs will adjudicate such behavior under non-academic procedures.

Sexual Misconduct

Sexual harassment of students and employees of the Texas A&M system is unacceptable and **will not** be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Date	Class Topic	Assignment Due
1-17-18	Introductions/Overview/Wrightslaw <ul style="list-style-type: none"> • CEC Ethics and Standards • Hx of Special Education and Federal Legislation 	Murdick Chapter 1 & 2 Yell Chapter 1 & 3
1-24-18	Intro to the American Legal System Legal Research IDEA Advocacy	Ethics and Standards Analysis Due Murdick Chapter 2, 5, 7 Yell Chapter 2, 4, and 8
1-31-18	Compliancy Letters-In class analysis Procedural Due Process Parental Participation Advocacy	Murdick Chapter 6 Yell Chapter 12
2-7-18	No Class: CEC Conference	Procedural Safeguards ToC and Glossary Due Fiesta Especial Coronation (optional)
2-14-18	FAPE Writing Workshop	Murdick Chapter 3 Yell Chapter 8 Advocacy Presentations/ Posters Abstracts Due
2-21-18	LRE	Murdick Chapter 6 Yell Chapter 11 Submit Presentations/Posters Abstracts to SRS before this date! http://www.tamusa.edu/SRS/srs-proposal-submission-form.html Mini Paper One Due: Federal Guidance
2-28-18	Nondiscriminatory Evaluation Writing Workshop	Murdick Chapter 4 Yell Chapter 9
3-7-18	Enforcement of Special Education Law	Murdick Chapter 9 Mini Paper Two Due: Texas Regulations-Part B
3-14-18	Spring Break	
3-21-18	Discipline and the Law	Murdick Chapter 10 Yell Chapter 13 Letter to Your Congressperson Due
3-28-18	Mediation and Impartial Due Process Hearing	Murdick Chapter 11 Poster/Presentation Due
4-4-18	No Class	
4-11-18	Section 504	Yell Chapter 5 Mini Paper Three Due: Texas Regulations-Part C
4-18-18	ADA	Yell Chapter 6
4-25-18	Chapter 13 – Future Issues in Special Education	Research Paper Due
5-2-18	Flex Day (if needed to catch up on material)	5-2-18
5-9-18		



10 Commandments of Sensitivity Training
Communicating with Individuals with Special Needs
©2008 Trainers Tool Chest

1. **Speak directly** rather than through a companion or sign language interpreter who may be present.
2. **Offer to shake hands when introduced** People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.
3. **Always identify yourself** and others who may be with you when meeting someone with a visual disability. When conversing in a group, remember to identify the person to whom you are speaking.
4. **If you offer assistance, wait until the offer is accepted** Do not automatically assume that everyone needs assistance. Ask first, then listen to how you can help or ask for instructions. This one is key, especially for volunteers assisting individuals on and off rides.
5. **Treat adults as adults** Address people with disabilities by their first names only when extending that same familiarity to all others. Do not change your tone when speaking with an adult who has a developmental disability to sound as though you are speaking to a child. Never patronize people in wheelchairs by patting them on the head or shoulder.
6. **Do not lean against or hang on someone's wheelchair** Bear in mind that people with disabilities treat their chairs as **extensions of their bodies**. And so do people with guide dogs and help dogs. Never distract a work animal from their job without the owner's permission.
7. **Listen attentively when talking with people who have difficulty speaking and wait for them to finish** Never pretend to understand; instead repeat what you have understood and allow the person to respond.
8. **Place yourself at eye level** when speaking with someone in a wheelchair.
9. **Tap a person who has a hearing disability** on the shoulder or wave your hand to get his or her attention. Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read your lips. If a person is wearing a hearing aid, don't assume that they have the ability to discriminate your speaking voice. Never shout to a person. Just speak in a normal tone of voice.
10. **Relax. Don't be embarrassed** if you happen to use common expressions such as "See you later" or "Did you hear about this?" that seems to relate to a person's disability.



TEXAS A&M UNIVERSITY
SAN ANTONIO

Texas A & M University-San Antonio
College of Education and Human Development
Department of Leadership and Educator Preparation
Fall 2016
Syllabus
EDSE 5309 Special Problems Independent Study

Dr. Adrian L. Sorrell
Wk: 210-784-2556
Office Hours: by appt
Number of Credits: 3

adrian.sorrell@tamusa.edu

Office: Madla 252

Course Description: This special topics course will focus on exploring the collaborative efforts of general and special education teachers' in relation to students with disabilities.

Learner Outcomes: At the successful completion of this course you will be able to:

- Synthesize a literature review related to collaboration in public school settings
- Provide a literature matrix delineating general and special education teachers' perspectives on collaboration
- Interview general and special education teachers and compare their perspectives

Council for Exceptional Students Education Standards

Standard 1: The student will be able to describe the philosophical, historical, and legal foundations of special education.

Standard 2: Describe and apply knowledge of professional roles and responsibilities, and adhere to legal and ethical requirements of the profession.

Standard 3: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard 9: The special education teacher understands and applies knowledge of transition issues across the life span.

Texas Commissioner Standards:

6(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

- (i) Teachers **adhere to the educators' code of ethics** in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
- (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- (iii) Teachers **serve as advocates** for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Course Requirements:

Literature Matrix- General Education	15 points
Literature Matrix- Spec Ed	15 points
Interview comparison	15 points
Literature Review	55 points

Grading scale: A = 100 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = 59 and below

Policies

Deadlines:

All assignments must be submitted on time. **No late assignments** will be accepted.

Note: *Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student.*

Class participation:

Participation in class discussions is expected. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems, and ability to propose and evaluate solutions. It is expected that discussion in class will reflect reading related to the topic. All participants are expected to welcome open expression of opinions, attitudes, and beliefs.

Class attendance policy:

- Class attendance will be checked. It is the responsibility of the student to assure that his/her presence has been noted.
- Punctuality is expected as part of professional responsibility and courtesy. ***The sign in sheet will be picked up 15 minutes after class begins.***
- Any guests in class, including family members, must be cleared in advance with instructor.

Expected Quality of Work

Papers

These requirements apply to any paper that is assigned and that is to be completed outside of the classroom:

- Use of word processor to produce written assignments
- 8.5 x 11 paper, no legal paper
- APA citation style
- Proofread paper for grammatical, mechanical, and spelling errors.

Both content and quality of the student's writing will be considered. Quality of writing includes clarity of expression, appropriate use of references, use of inclusive language, and correct grammar, spelling and punctuation.

Professionalism

Student involvement in classes is aimed toward developing necessary skills and teacher attributes that will enable them to productive members of the teaching profession. It is expected that students will work to developing habits of punctuality, maturity, cooperation, initiative, enthusiasm, social sensitivity and tactfulness.

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which includes class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving Federal financial aid who does not attend the first week of class will have his/her aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of his/her federal aid.

Jaguar Writing Center

The Jaguar Writing Center provides writing assistance to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can make individual or group appointments with a writing tutor. The Writing Center has two locations: Central Academic Building, Suite 208 and Brooks City-Base, Room 104. Both locations can be reached by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire using TutorTrac, which is found under the services tab.

University Email Policy and Course Communications

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Key Dates

August 22	First day of class
October 28	Last day to drop with an automatic "W"
November 23-26	Thanksgiving holiday
December 2	Last day to drop a course or withdraw from the University
December 3	Last day of class
December 5-10	Final exams
December 10	Last day of fall semester

Student Academic Success Center:

The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Madla Building, Suite 336. To contact the Center, please call 210-784-1352 or email at Student.Success@tamusa.edu

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Electronic Devices

The use of electronic devices that may cause a disruption in class is prohibited, such as cell phones, computers, iPods, etc. unless directly tied to instructional content. The use of a computer is for educational purposes only. Please **silence or turn off** all cell phones at the initiation of each class.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employees at the Texas A & M system is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Incomplete Grades

No grade of Incomplete will be issued. All material will be due by the end of class on the final day. Grades will be calculated on what has been turned in up to that point.

Date	Class Topic	Assignment Due
9/7/16		Outline for Matrix on Gen ed
10/7/16		Matrix on Gen Ed and outline for Matrix on SPEC ed
11/7/16		Lit Review on Gen and Spec Ed
11/30/16		Interview comparison
11/30/16	Reflections/ Catch up/ Review	
12/7/16	Final	Due by 11:59 pm- On Line

4. EVALUATION PROCESS AND METRICS

Texas A&M University – San Antonio
Master's Degree in Special Education with Principal Certification
SAISD Leadership Cohort

Student success will be measured using a variety of mechanisms.

1. Students will be expected to maintain a 3.0 or higher GPA. Students that fall below this expectation will have one semester to raise their GPA or they will be dismissed from the program. A&M-San Antonio students have access to the campus tutoring center. Students falling below the grade threshold will meet with their faculty mentor to develop a plan of action to address the deficiencies.
2. Students will pass the T-TESS assessment through the online portal.
3. Students will be prepared to pass the 268 Principal Certification Exam upon completion of the course of study.
4. Students will complete the required hours and required learning experiences which will be documented in the Internship Journal and Log.

Student Learning Experiences throughout the Internship will be targeting the requirements according to the T-PESS principal competencies.

T-PESS PRINCIPAL COMPETENCIES:

Texas Principal Evaluation and Support System

A competency is a combination of factual and experiential knowledge and skills that you need in order to do something effectively and efficiently, such as implementing T-PESS.

There are many competencies embedded within the descriptors in the T-PESS rubric. They are adapted from the nationally recognized Interstate School Leaders Licensure Consortium (ISLLC, 2008) school leadership standards developed by the Council of Chief State School Officers (CCSSO). You may or may not personally possess all of these competencies, but it is important to ensure that a team is in place on your campus that not only possesses them but can effectively and efficiently execute them.

Communication: Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, and maintains information needed to achieve school or team objectives.

Change Management: Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.

Conflict Management: Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.

Creative Thinking: Engages in and fosters an environment for others to engage in innovative thinking.

Customer Focus: Sees students as customers of the work of schooling, understands the servant nature of leadership, and acts accordingly.

Delegation: Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.

Dialogue/Inquiry: Is skilled in creating a risk-free environment for engaging people in conversations that explore issues, challenges, or bad relationships that are hindering school performance.

Emotional Intelligence: Is able to manage oneself through self-awareness and self-management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.

Environmental Awareness: Becomes aware of and remains informed about external and internal trends, interests, and issues with potential impacts on school policies, practices, procedures, and positions.

Global Perspective: Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful.

Judgment: Effectively reaches logical conclusions and makes high-quality decisions based on available information. Gives priority and caution to significant issues. Analyzes and interprets complex information.

Organizational Ability: Effectively plans one's own schedule and the work of others so that resources are used appropriately; for example, scheduling the flow of activities and establishing procedures to monitor projects.

Personal Ethics and Values: Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.

Personal Responsibility for Performance: Proactively and continuously improves performance by focusing on needed areas of improvement and enhancing of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one's own achievements.

Responsiveness: Does not let issues, inquiries, or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.

Results Orientation: Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long term goals.

Sensitivity: Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds.

Systems Thinking: Understands the interrelationships and impacts of school and district influences, systems, and external stakeholders, and applies that understanding to advancing the achievement of the school or team.

Technology: Effectively utilizes the latest technologies to continuously improve the management of the school or team.

Time Management: Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings.

Visionary: Encourages "imagineering" by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.